STATE BOARD OF EDUCATION MEETING
April 21-22, 2021

Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

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Wednesday, April 21, 2021, 1:00pm (Mountain Time)

BOARDWORK

1. Agenda Review / Approval – Action Item
2. Minutes Review / Approval – Action Item
3. Rolling Calendar – Action Item
4. K-20 Performance Measures – Information Item

CONSENT

BAHR

1. FY 2022 Appropriations – Action Item
2. FY 2022 Opportunity Scholarship Educational Costs – Action Item
3. Idaho State University – Multi-Year Employment Agreement – Head Women's Basketball Coach – Action Item
4. University of Idaho – Private Sewer Easement Agreement – Action Item
5. University of Idaho – Dining Services Contract – Action Item
6. University of Idaho – Release of Easement – Canyon County Property – Action Item

IRSA

7. University of Idaho – Discontinue Master of Art Teaching – Action Item
8. Boise State University – Master of Population and Health Systems Management – Action Item
9. Graduate Medical Education Committee Appointments – Action Item

PPGA

10. Indian Education Committee Appointments – Action Item
11. Accountability Oversight Committee Appointments – Action Item

12. Data Management Council Appointments – Action Item

SDE

13. Emergency Provisional Certificates – Action Item
14. Northwest Nazarene University – Educator Preparation Program – Master of Social Work – Action Item

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

A. Institution and Agency Strategic Plan – Information Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

B. Student Fee Opt-Out – Information Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Board Policy II. R. – Retirement Plan Committee – Second Reading – Action Item
2. Board Policy V. R. – Establishment of Fees – Second Reading – Action Item
3. Intercollegiate Athletics – FY 2020 Revenue and Expenses Reports – Information Item
4. Intercollegiate Athletics – FY 2020 and 2021 Compensation Reports – Information Item
5. Intercollegiate Athletics – FY 2020 Gender Equity Reports – Action Item
6. FY 2023 Budget Guidelines – Action Item
7. Idaho State University – College of Pharmacy, Leonard Hall Project, Planning and Design Phase – Action Item
8. University of Idaho – Center for Agriculture, Food and the Environment Project, Construction Phase – Action Item
9. Systemwide – Joint Purchasing Agreement – Action Item
10. Lewis-Clark State College – ERP Contract – Action Item

Thursday, April 22, 2021, 9:00am (Mountain Time)

OPEN FORUM

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education – Information Item
2. Federal Coronavirus Relief Funding Update – Information Item
3. Nonpublic Educator Preparation Programs – Information Item
4. ESSA Consolidated State Plan Waiver – Action Item
5. Biliteracy Diploma – Idaho Seal of Biliteracy – Action Item
6. Curricular Materials Selection Committee Appointments – Action Item
7. Professional Standards Commission Appointments – Action Item
8. Clark County School District, No. 161 – Out-of-State Tuition Waiver – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Program Progress Report – Information Item
2. Board Policy III.Q. – Admission Standards – First Reading – Action Item
3. Board Policy III.U. – Textbook and Instructional Material Affordability – First Reading – Action Item
4. Board Policy III.Z. – Delivery of Postsecondary Programs – Second Reading – Action Item
5. Boise State University – Master of Science in Cybersecurity – Action Item
6. Freedom of Expression and Responsibility – Information Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. University of Idaho – Annual Report – Information Item
2. Idaho Digital Learning Academy – Annual Report – Information Item
3. 2021 Legislative Update – Action Item
4. Accountability Oversight Committee – Recommendations – Accountability Framework – School Quality Indicator – Chronic Absenteeism – Action Item

ELECTION OF OFFICERS – Action Item

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. 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.

1. Agenda Approval

   Changes or additions to the agenda

   BOARD ACTION

   I move to approve the agenda as posted.

2. Minutes Approval

   BOARD ACTION

   I move to approve the minutes for the April 5, 2021 and April 12, 2021 Special Board Meetings, and the February 17-18, 2021 Regular Board Meeting minutes.

3. Rolling Calendar

   BOARD ACTION

   I move to set April 27-28, 2022 as the date and the University of Idaho as the location for the April 2022 regularly scheduled Board Meeting.

STATE BOARD OF EDUCATION MEETING
February 17-18, 2021

DRAFT

Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A regular meeting of the Idaho State Board of Education was held via Zoom teleconference, with the call originating from the Office of the State Board of Education in Boise, February 17-18, 2021. Board President Debbie Critchfield presided and called the meeting to order at 1:00pm (MST).

Present

Debbie Critchfield, President
Andy Scoggin*, Vice President
Kurt Liebich, Secretary
Dr. Linda Clark
Shawn Keough
Emma Atchley
Dr. Dave Hill
Sherri Ybarra, State Superintendent

*Except where noted

Wednesday, February 17, 2021, 1:00pm (MDT)

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Scoggin/Atchley): I move to approve the agenda as posted. A roll call vote was taken and the motion carried 8-0.

2. Minutes Review / Approval

BOARD ACTION

M/S (Scoggin/Clark): I move to approve the minutes for the December 10, 2020 and January 4, 2021 Special Board Meetings, and the December 17, 2020 Regular Board meeting minutes. A roll call vote was taken and the motion carried 8-0.

3. Rolling Calendar

BOARD ACTION
M/S (Scoggin/Hill): I move to set February 16-17, 2022 as the date and Boise State University as the location for the February 2022 regularly scheduled Board Meeting. A roll call vote was taken and the motion carried 8-0.

OPEN FORUM
There was 1 participant for the Open Forum:

- *Barb DeHaan* – Ms. DeHaan, Director of Northwest Career Colleges Idaho, addressed the Board regarding Goal 3, Objective A, Performance Measure I of the Board's K-20 Strategic Plan (Educational Attainment). Ms. DeHaan noted that shorter workforce preparation programs are not included within the Board's benchmark of having 60% of Idahoans between the ages of 25-34 possess a college degree or certificate requiring one academic year or more of study. She asked the Board to consider revising the Performance Measure to account for programs that are shorter than one year.

CONSENT
BAHR

1. Boise State University – Online Program Fee for Undergraduate Certificate in Conflict Management

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the request by Boise State University to offer a wholly online Undergraduate Certificate in Conflict Management at an online program fee of $350 per credit. A roll call vote was taken and the motion carried 8-0.

2. Boise State University – Online Program Fee for Graduate Certificate in Conflict Management

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the request by Boise State University to offer an existing academic program that will reward a graduate certificate in Conflict Management. The program will charge an online program fee of $435 per credit. A roll call vote was taken and the motion carried 8-0.

3. University of Idaho – Barbri Service Contract – UI Law School

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the request by the University of Idaho to ratify the University of Idaho's execution of the 2019 Barbri Services Agreement and the 2020 Amendment to that Agreement as set forth in Attachments 1 and 2. A roll call vote was taken and the motion carried 8-0.

IRSA

4. Boise State University – Proposal for Discontinuation of Master of Applied Historical Research

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the request by Boise State University to discontinue the Master of Applied Historical Research as proposed in Attachment 1. A roll call vote was taken and the motion carried 8-0.

5. Boise State University – Online Undergraduate Certificate in Entrepreneurship

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the request by Boise State University to create an online undergraduate certificate in Entrepreneurship as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the request by Boise State University to charge an online program fee of $350 per credit, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken and the motion carried 8-0.

6. EPSCoR Appointments

BOARD ACTION
M/S (Scoggin/Hill): I move to reappoint Senator Mark Nye to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2021 through June 30, 2026. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to reappoint Doyle Jacklin to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2021 through June 30, 2026. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to reappoint Dennis Stevens to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2021 through June 30, 2026. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to appoint Dr. Donna Lybecker to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as an ex-officio member representing Idaho State University. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to appoint Dr. Christopher Nomura to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as an ex-officio member representing the University of Idaho. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to appoint Dr. Marianne Walck to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the Idaho National Laboratory, for a term effective from July 1, 2021 through June 30, 2026. A roll call vote was taken and the motion carried 8-0.

7. Semi-Annual Report of Approved Program Requests

BOARD ACTION
M/S (Scoggin/Hill): I move to accept the Semi-Annual Report of Approved Program Requests approved by the Executive Director. A roll call vote was taken and the motion carried 8-0.

PPGA

8. Data Management Council – Appointments

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the appointment of Chris Campbell to the Data Management Council as a representative from the Office of the State Board of Education for a term commencing immediately and ending June 30, 2022. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the appointment of Todd King to the Data Management Council as the at-large representative for a term commencing immediately and ending June 30, 2021. A roll call vote was taken and the motion carried 8-0.

SDE

9. Emergency Provisional Certificates

BOARD ACTION

M/S (Scoggin/Hill): I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Breanna Luker, Emily Abercrombie, Karen Antram, Mitzi Cannon, Chris Lewis, Austin Sparks, Kayla Martens, Elizabeth Racer, Kaylee Green, Zuri Meehan, Kayle Niska, Zachary Strong, Keith Davis, James DeVries, Marie Midgley, Ashley Bedke, Jessica Whaley, Thomas Crozier, Amy Kirschner, Brandi Stimpson, Heather Cooper, Kelsi Sidwell, Jared Sorenson, Brittany Streicher, Jennifer Torgesen, Michelle Adams, Emily Armstrong, Justin Burch, Taylor Gee, Kathy Baxter, Katrena Hauger, Kolby Krieger, Kaleigh Poxleitner, Jason DeBie, Janey Bredwick, Marley Bunnell, Holly Carlson, Shauna Haderlie, Katrina Laird, Mirta Meeks, Melanie Neal, Edward Perry, Jennifer Sasser, Eileen Bromgard, Laura Russell, Crystal Oliphant, Megan Ramirez, Clinton Condra, Daniel Cook, Margie Huffaker and Joseph Swainston to teach the content area and grade ranges at the specified school districts or charter schools as provided herein for the 2020-21 school year. A roll call vote was taken and the motion carried 8-0.

10. Northwest Nazarene University – Educator Preparation Program

BOARD ACTION

M/S (Scoggin/Hill): I move to accept the recommendation of the Professional Standards Commission to conditionally approve Northwest Nazarene University's Master of Education, Exceptional Child program as an approved educator preparation program for certification purposes. A roll call vote was taken and the motion carried 8-0.

WORK SESSION

PPGA

1. Assessment Overview
   This item was provided in the agenda materials as an information item.

Board Member Clark introduced the item and then introduced Brian Gong, a Senior Associate and Co-Founder of the Center for Assessment, which has offered technical

assistance to states in the areas of assessment and accountability in 1998. Mr. Gong facilitated a discussion of assessments that are widely utilized in other states, criteria for determining assessment quality, and key assessment issues. Mr. Gong's slide deck in its entirety can be found within the meeting agenda materials.

Mr. Gong discussed that federal laws governing state assessments have existed for over fifty years, including the Elementary and Secondary Schools Act (ESEA), the Improving America's Schools Act (IASA), the No Child Left Behind (NCLB) Act, the "Race to the Top" initiative, and the Every Student Succeeds Act (ESSA). The US Department of Education utilizes assessments as an essential tool for providing information about the performance of individual students, student groups, schools, districts, and states. Assessments in the areas of English language arts/reading, math, and science are required, and states must also assess based on their own content standards. Assessments must report on a metric of at least three levels of standards-based proficiency, meet federal Peer Review standards, and be utilized as a primary component of the state's accountability system.

Board Member Liebich noted that the ISAT by Smarter Balanced assessment meets all criteria set by the US Department of Education, and inquired about a letter received recently that stated that Idaho's English Language Proficiency assessment did not meet federal criteria. Supt. Ybarra stated that the English language arts and math assessments did meet the criteria. Karlynn Laraway, current Communications Director and former Director of Assessment and Accountability for the State Department of Education, shared that the initial review of Idaho's English Language Proficiency assessment several years ago provided that there are additional requirements that need more evidence. She added that much of the work that is needed will be done by WIDA, the developer and vendor for this particular assessment.

Mr. Gong then discussed several issues surrounding high school assessment, including what grade, if any, should be tested in high school, whether to opt to utilize a college entrance exam and/or a state customer assessment, and whether to use interim assessments to yield summative determination.

Board President Critchfield posed the question of what grade in high school should be tested. Board Member Clark provided context for this question, noting that the current model requires students in Grade 10 to take the ISAT by Smarter Balanced and students in Grade 11 to take the SAT, and that there has been feedback from districts to move to a single test in Grade 11.

Board Secretary Liebich discussed that Idaho's assessments aim to determine proficiency in regard to content standards *and* whether or not students are college and career ready, and noted that perhaps these outcomes should not be measured by the same test. Board President Critchfield stated that the Board should determine its goal and then decide which test will lend itself to that goal. Board Vice President Scoggin

stated that proficiency in regard to the standards should indicate that a student is college and career ready. Board Secretary Liebich discussed that perhaps the standards do not pertain to technical education and career paths, and inquired if there should be different assessments for different life paths after high school. Board Member Clark shared her interest in a differentiated model for assessment at the high school model, with different assessments for students planning to attend different forms of academic programs.

Roger Stewart, Chair of the Accountability Oversight Committee (AOC), noted that Mr. Gong's presentation meshes well will the AOC recommendations that will be presented later in the agenda. Board Member Clark discussed that the Planning, Policy and Governmental Affairs Committee, as well as the AOC, have envisioned an intermediate step in the progression toward a single assessment that would entail the administration of the ISAT as well as support for students who wish to also take the SAT.

Board Vice President Scoggin shared his concerns for forcing students to choose a particular career path and then having them change their minds in the future. Board Member Hill noted that he grew up in the United Kingdom, where high school does not exist, and echoed Board Vice President Scoggin's comments. He discussed that he is in favor of giving equal status to different forms of education and that there is risk in students deciding upon a path too early. He also added that assessments should be at the jurisdiction of the institutions in regard to what they want to accept as part of their individual admissions requirements. Mr. Gong discussed that it is important to find balance in what the state chooses to adopt and what is credible based on what institutions utilize for their admissions requirements. Board Member Atchley echoed Board Vice President Scoggin and Board Member Hill's comments.

Supt. Ybarra discussed that the ISAT is the assessment that determines if initiatives and curriculum are "working" for students. She shared that she has received feedback from districts stating that they are hesitant to remove this assessment because they are gaining important data from the results, but are in favor of adding additional, optional assessments that may gauge other outcomes.

Mr. Gong reiterated that federal requirements mandate assessments in the areas of English language arts, math, and science, as well as separate assessments for English learners and students with severe cognitive disabilities. However, many states have implemented additional assessments that gauge college and career readiness depending on their chosen path, and have built these additional assessments into their accountability system.

Supt. Ybarra shared her concerns for establishing one sole assessment. Board Member Clark and Mr. Stewart discussed that the AOC's recommendation outlines that students would take the ISAT as the assessment for proficiency in the standards, and also have

the option to take one of the college entrance exams based on their plans after high school.

Board Member Hill inquired what time of year the assessment would be administered in Grade 11, noting that results would likely vary depending on whether it is administered in the fall or in the spring. Board Member Clark discussed that historically, the test has been administered in the spring, but that could easily be changed depending on the Board's preference.

Mr. Gong also discussed the use of interim assessments to yield summative determination. He noted that interim assessments, which are administered throughout the year, are intended to inform instruction within the year.

Board Vice President Scoggin left the meeting at 2:50pm.

There were no additional questions or comments from the Board.

At this time the Board recessed for 15 minutes, returning at 3:15pm (MDT).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Boise State University – Annual Report
   This item was provided in the agenda materials as an information item.

Dr. Marlene Tromp, Boise State University President, began her annual report by thanking the Board for their ongoing support and stating that education is one of the most important things that can be offered to people to improve their lives and the world.

Dr. Tromp discussed that BSU's budget has experienced a challenging year due to the effects of the COVID-19 pandemic. Over the last year, BSU eliminated 190 permanently eliminated 194 positions for a savings of $15.9M that was reinvested in other areas that experienced losses. Through faculty and staff furloughs and a hiring freeze, 279 positions were held temporarily vacant which yielded a one-time savings of $21.9M that were also reinvested in other areas. Throughout the pandemic, BSU has maintained its focus on student and community services by utilizing the Morrison Center and the ExtraMile Arena as high capacity classrooms, spending $2M to upgrade classrooms for increased safety, and facilitating participation in professional development for 725 faculty in the area of online/remote course delivery.

BSU has experienced a low variation in retention rates over the last year and only saw a slight increase in the number of students who did not complete courses last year. BSU serves more than 33,000 students annually and had 4,741 graduates during the 2019-2020 academic year, and Dr. Tromp noted that total fall enrollment is up 26% since 2012. BSU confers more than half of all bachelor's degrees earned in Idaho, and has

the largest graduate college in the state. Dr. Tromp also discussed BSU's partnerships with local and national businesses and industries.

Dr. Tromp discussed BSU's efforts to afford Idaho a landscape in which to engage in critical dialogue, and shared about the recent "Conversation Series" hosted by the President's Office that helped to facilitate peaceful and free expression that results in a better understanding of everyone's beliefs. The series hosted guest speakers from religious, legislative, judicial, and civic careers, and inspired the upcoming Center for American Values that will create opportunities for dialogue, understanding, and genuine human connection. Dr. Tromp stated that BSU has already received $1.5M in donations for the creation of the Center.

Dr. Tromp shared that, according to U.S. News and World Report, BSU's online programs are among the nation's best with BSU's online bachelor's program ranked #39 nationally. BSU is the only public or private institution to be ranked, and Dr. Tromp noted that BSU offers over 800 courses and 62 degree and certificate programs wholly online. The cost of education for a BSU student is 42% less than the national average, and for every $1 invested BSU returns $8 to Idaho's economy. Dr. Tromp noted that there were 97,403 living BSU graduates as of June 30, 2020 and that that number is expected to surpass 100,000 in May 2021. 64% of BSU alumni live and work in the Treasure Valley and surrounding areas.

Dr. Tromp also discussed several of BSU's innovative programs, including Project Launchpad, Bronco Gap Year, the Institute for Pervasive Cybersecurity, and the Community Impact Program. BSU also had a record-breaking year for research, and received $58M in research awards which reflects a 41% growth over the last give years. Dr. Tromp also shared that 13 BSU faculty members were ranked among the World's Top 2% Scientists according to the Stanford University List.

BSU has the winningest program in college football history. Dr. Tromp stated that BSU recently hired a new Director of Athletics, Jeremiah Dickey, and a new Head Football Coach, Andy Avalos, who is a BSU alumnus and former BSU football player. Five BSU athletics programs earned public recognition awards from the National Collegiate Athletics Association for outstanding academic performance in Fall 2020.

Lastly, Dr. Tromp outlined BSU's new strategic plan, which will come before the Board for approval in April, highlighting six key priorities: improve educational access and student success, innovate for institutional impact, advance research and creative activity, foster thriving community, and trailblaze programs and partnerships. BSU's annual report in its entirety, including an overview of the new strategic plan, can be found within the meeting agenda materials.

Board Member Keough expressed her thanks for Dr. Tromp's leadership, grace, and patience throughout the pandemic. Board Secretary Liebich echoed these comments,

and shared his concerns about high school students that have experienced disruptions over the course of the past year. Dr. Tromp discussed that she is conscious that BSU will need to serve students differently, particularly incoming freshman during the fall 2021 semester, and is currently working to develop new support services with this in mind. Board Member Clark also expressed her support for BSU and for Dr. Tromp's leadership.

There were no additional questions or comments from the Board.

2. Idaho Public Charter School Commission – Annual Report
   This item was provided in the agenda materials as an information item.

Jenn Thompson, Director of the Idaho Public Charter School Commission, presented the annual report for the IPCSC. Ms. Thompson began her report discussing that the IPCSC serves taxpayers, families, policymakers, and schools by ensuring compliance, protecting student and public interest, balancing accountability and autonomy, implementing the best authorizing practices, and providing excellent charter school options in Idaho. Ms. Thompson shared that Brian Scigliano, Sherrilynn Bair, and Wanda Quinn were each recently reappointed to the IPCSC, and that Commissioner Bair has stepped into the role of Vice Chair.

Ms. Thompson discussed revisions to IPCSC policy as well as its performance framework. She noted that several areas of the framework stayed the same, including the expectation that charter schools must perform academically, operationally, and financially as well or better than the average of their peers. Key revisions to the performance framework included an alignment of methodologies for measuring academic success and flexibility of comparison groups to ensure "apples to apples" comparisons. Ms. Thompson stated that each proficiency rubric contains the same rating scale – exceeds standard, meets standard, approaches standard, and does not meet standard – and includes definitions for each rating.

Ms. Thompson provided a brief overview of growth in Idaho's charter school sector during FY2020, including 63 total programs at 58 different schools requiring IPCSC oversight, 2 petitions for new schools under review for possible opening in fall 2022, and 15 charter schools authorized by school districts. She also noted that 7.7% of Idaho's publicly educated students opt to attend a charter school.

Ms. Thompson then discussed the IPCSC's financial, academic, and operational outcomes from the past year. Three schools are operating under a notification of fiscal concern, and Ms. Thompson noted that it is likely that two of the three schools will soon be able to petition to remove that notification in June 2021. There are several schools that are currently operating out of expensive facilities. Ms. Thompson shared that 75% of schools in IPCSC's portfolio met their enrollment projections for 2020. Board Secretary Liebich inquired about the effects of the COVID-19 pandemic on enrollment in

charter schools, and Ms. Thompson discussed that the majority of enrollment increases due to the pandemic were in virtual elementary grades. Board Member Clark echoed this inquiry and mentioned a recent study done by Bluum that showed virtual charter schools performing significantly lower than their counterparts in terms of standardized testing. Ms. Thompson stated that she would gather data and follow up with Board Secretary Liebich and Board Member Clark after the meeting.

Ms. Thompson discussed the IPCSC's academic outcomes, stating that IPCSC "brick and mortar" schools held a 92% graduation rate which is significantly higher than the state average. Ms. Thompson also discussed the graduation rate for IPCSC's alternative programs, stating that five alternative programs offer diplomas and that the new performance framework compares alternative charters to alternative programs statewide. There are currently four virtual alternative programs, one blended-learning alternative programs, and one newer brick-and-mortar alternative program that has not yet had a graduating class. Ms. Thompson also discussed operational outcomes, noting that there is one school with Board stewardship goals and two schools that are working toward improvements pertaining to their special education services.

Lastly, Ms. Thompson discussed challenges that the IPCSC has faced as a result of the COVID-19 pandemic. She discussed that because of local control and processes that were already in place, the IPCSC was able to move quickly during the soft closure last spring. However, while 75% of schools met or exceeded their enrollment projects, 4 schools fell more than 15% below their enrollment projection. Moving forward, the new IPCSC performance framework will aid in evaluating schools in a more all-encompassing manner, considering operational and financial measures as well as flexible academic measures.

Board President Critchfield complimented Ms. Thompson and IPCSC Chairman Alan Reed on their leadership and productivity throughout the pandemic.

There were no additional questions or comments from the Board.

Board Vice President Scoggin rejoined the meeting at 4:00pm.

3. Idaho Bureau for Services for the Deaf and the Blind – Annual Report
   This item was provided in the agenda materials as an information item.

Brian Darcy, Administrator for Idaho Educational Services for the Deaf and the Blind, provided the annual report for the IESDB. The IESDB serves the entire state of Idaho through seven different regional education centers by providing services for blind, sight-impaired, hard-of-hearing, and deaf individuals from birth to the age of 21. The IESDB current provides services for 2,498 individuals statewide.

Mr. Darcy discussed IESDB's focus on expanded core learning, which provides additional skills that blind, sight-impaired, hard-of-hearing, and deaf individuals need to be successful in their academic careers and in life. The expanded core learning places emphasis on compensatory or functional academic skills (including communication modes), orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills, and self-determination.

Mr. Darcy then discussed the Idaho School for the Deaf and Blind (ISDB) campus located in Gooding, Idaho. The 40 acre, 111-year-old campus has 110 students currently enrolled, including 59 residential students that reside in six cottages. The campus has recently undergone facility developments, including renovations to the residential cottages, renovations to the bathrooms in the main building, and the transfer of administrative offices back to the original infirmary building.

Supt. Ybarra, who serves at Chairwoman of the Idaho School for the Deaf and Blind, complimented Mr. Darcy on his leadership prior to and throughout the COVID-19 pandemic as well as the services that the IESDB has provided during the pandemic and beyond. Board Member Clark echoed these comments. Matt Freeman, Executive Director, encouraged the Board to visit the Gooding campus once the public health situation improves, especially when courses are in session.

The entirety of Mr. Darcy's presentation is included within the meeting agenda materials.

There were no additional questions or comments from the Board.

4. Accountability Oversight Committee Assessment Recommendation

BOARD ACTION
M/S (Clark/Keough): I move to adopt the Accountability Oversight Committee recommendations as submitted in Attachment 1. A roll call vote was taken and the motion carried 7-0. Supt. Ybarra abstained from voting.

Board Member Clark introduced the item and asked Roger Stewart, Chair of the Accountability Oversight Committee (AOC), to provide an overview of the AOC's recommendations pertaining to assessments. Mr. Stewart noted that the Board discussed assessments earlier in the agenda during the Work Session, and briefly discussed the AOC's recommendations.

The AOC received feedback from the Idaho Technical Advisory Committee in regard to the SAT, ACT, and ISAT by Smarter Balanced assessments. Over the course of several extensive meetings, the AOC developed the following recommendations:

- Explore a multi-assessment option for high school
- Maintain the ISAT by Smarter Balanced as the high school assessment for state and federal accountability
- Administer the ISAT by Smarter Balanced in grade 11, beginning in 2022-2023
- Explore incorporation of the ISAT by Smarter Balanced 11th grade assessment into the Direct Admissions program and/or eliminate the college entrance exam graduation requirement
- Support efforts to provide financial support for college and career examinations

The AOC's recommendations in their entirety can be found within the meeting agenda materials. Mr. Stewart noted that the AOC recommends that their recommendations be accepted as a package.

Board Member Clark inquired if the Board will need to take separate action in the future in regard to assessments as they pertain to graduation requirements. Board President Critchfield and Tracie Bent, Chief Planning and Policy Officer, responded that IDAPA 08.02.03 requires that the Board go through the formal rulemaking process to implement the recommendations. This would be a yearlong process. Board Member Hill inquired if the motion solely establishes intent, and Board President Critchfield responded that the motion initiates a path forward but there will still be further Board action necessary to implement changes.

Board Secretary Liebich shared that he feels that adoption of the AOC recommendations is premature, since the assessment tests proficiency on the content standards but the standards are currently being reviewed and revised. He noted that directionally this Board action makes sense, and that legislative support will be necessary moving forward. Board Vice President Scoggin echoed these comments.

Supt. Ybarra stated that she would abstain from voting, elaborating that there are several areas of the AOC recommendations that she is not comfortable supporting at this time.

Board Member Hill discussed that there are many contingencies on the recommendations, but noted that he is happy to support the motion to at least begin the process. Board Member Clark discussed the diverse makeup of the AOC, adding that there is representation from the Board, the State Department of Education, and several stakeholder groups, and stated that the recommendations are the product of many extensive conversations. She also stated that it is important for the Board to begin moving forward with the recommendations because of the lengthy timeframe for implementation.

Board President Critchfield stated that the Planning, Policy and Governmental Affairs Committee and the AOC will continue to collaborate and present next steps to the Board in consideration of the content standards and other contingencies.

There were no additional questions or comments from the Board.

5. K-20 Education Strategic Plan

BOARD ACTION
M/S (Clark/Hill): I move to approve the FY 2022-2027 K-20 Education Strategic Plan as provided in Attachment 1 as amended. A roll call vote was taken and the motion carried 6-2, with Ms. Keough and Mrs. Atchley voting Nay.

Board Member Clark introduced the item and asked Tracie Bent, Chief Planning and Policy Officer, to provide details. Ms. Bent stated that this item is a follow-up to the Work Session during the December 2020 Board Meeting, and that the proposed amendments were agreed upon during that meeting. The revised plan, in its entirety, can be found within the meeting agenda materials.

Ms. Bent provided a brief overview of the proposed amendments, which included:

- Adding an additional performance measure to Goal 2, Objective A, measuring cohort literacy proficiency growth
- Removal of the performance measure under Goal 2, Objective B, measuring the number of students participating in early readiness opportunities due to lack of available data
- Revised wording on Goal 3, Objective A, changing “degrees produced” to “degrees conferred”

Additionally, Ms. Bent noted that Goal 3, Objective A, Performance Measure I, which denotes Board’s benchmark of having 60% of Idahoans between the ages of 25-34 possess a college degree or certificate requiring one academic year or more of study, would be removed. There has been previous discussion of removing this performance measure because the Board does not have control over individuals moving in or out of Idaho, which ultimately affects the percentage of degree holders.

Board Member Clark discussed that, in light of Barb DeHaan’s comments during the Open Forum and a letter received from Lieutenant Governor McGeachin, perhaps the Board should create a separate benchmark to capture credentials that are attained after less than one year of study. Matt Freeman, Executive Director, stated that the Board should be hesitate to take that approach because the Board’s plan only pertains to the institutions that the Board oversees and governs. He reiterated that the concern for the 60% goal stems from the fact that it pertains to factors that the Board cannot control, and creating a separate benchmark would lend itself to this issue. Board Member Clark

clarified that rather than incorporating those credentials into the strategic plan, she is suggesting that the Board capture the data separately.

Board Vice President Scoggin discussed that the letter from Lieutenant Governor McGeachin deserves more consideration. He added that he is hesitant to remove the 60% goal without any benchmark with which to replace it. Ms. Bent stated that, if approved, the motion would remove that performance measure, and noted that the motion could be amended to maintain the 60% goal until a suitable replacement performance measure is determined. Board Member Clark reminded the Board that this goal is something that the Board cannot control, and discussed that this should be taken into consideration.

Board Secretary Liebich stated that he is hesitant to remove the goal until the Board has something to replace it with. Dr. Cynthia Pemberton, Lewis-Clark State College President discussed that the goal provides a "concrete and powerful North Star" for the state, but that it is out of the institutions' control and is used as a sort of public relations punishment if the goal is not met. Board President Critchfield stated that the Board recognizes that the goal is out of the institutions' control, and suggested that the motion be amended to maintain the goal and initiate work with the Planning, Policy and Governmental Affairs Committee to establish an alternative. Ms. Bent stated that prior Board conversations suggested that it would be beneficial to move away from the population goal to a degree production goal. Board Member Hill echoed Board Secretary Liebich's comments and suggested that the goal could be kept as an overall goal for the state rather than an annual performance measure.

Board Member Clark stated that the new motion would maintain the 60% goal, rather than remove it, and correct a minor spelling error.

Board Member Atchley discussed that she opposed the motion because she does not agree with maintaining the 60% goal.

There were no additional questions or comments from the Board.

6. Legislative Update
   This item was provided in the agenda materials as an information item.

Board Member Clark introduced the item and asked Tracie Bent, Chief Planning and Policy Officer to provide an overview of the legislation pertaining to education that has been introduced during the 2021 Legislative Session. Ms. Bent stated that forty-six bills pertaining to education have been printed so far this year, and focused on two bills that were approved by the Board and submitted through executive agency process or budget request process – S1006, S1007, and S1008.

Ms. Bent discussed that S1008, a $166,500 supplemental FY2021 budget appropriation for IT and Data Management has passed the House and the Senate and was signed by Governor Little on February 9, 2021. S 1007, which amends an existing law to provide that local salary schedules for public school staff salaries shall include certain minimum amounts and to clarify eligibility requirements for professional endorsements and advanced professional endorsements, was passed by the Senate, had its first reading in the House, and has been referred to the House Education Committee. S1006, which amends, repeals, and adds to existing law to enact the Idaho Literacy Achievement and Accountability Act, was passed by the Senate, had its first reading in the House, and has been referred to the House Education Committee.

Board Secretary Liebich inquired about the deadline for new bills to be introduced. Ms. Bent stated that the deadline for new bills to be introduced by a non-privileged committee was February 15, 2021, and noted that Education is a privileged committee that is still able to introduce bills.

Board Vice President Scoggin inquired about H0067 and H0068. H0067 clarifies who has the authority to close schools or limit school activities or programs for the purpose of stopping the spread of infection disease, creating a new section of code stating only the Governor, State Board of Education, or local school board can close schools to prevent the spread of infection disease. H0068 adds to existing law to provide for policies regarding the prevention and spread of infectious disease at colleges and universities adopted by the colleges and universities and limits the authority to close the public institutions to the State Board of Education for the institutions under the Board's direct governance and to the community college board of trustees for the community colleges. Board Vice President Scoggin inquired if this will place a new responsibility on the Board if passed, and Ms. Bent and Board President Critchfield discussed that the new bills would be consistent with the actions that the Board took in spring 2020 at the onset of the COVID-19 pandemic.

A full list of legislation pertaining to education that has been introduced during the 2021 Legislative Session (as of February 9, 2021) is included within the meeting agenda materials.

There were no additional questions or comments from the Board.

The Board recessed for the evening at 5:33pm (MDT).

Thursday, February 18, 2021 9:00am (MDT)

Board President Critchfield asked for unanimous consent to reorder the agenda, moving Instruction, Research and Student Affairs ahead of the State Department of Education. There were no objections.

AUDIT

1. Lewis-Clark State College Foundation Operating Agreement

BOARD ACTION

M/S (Scoggin/Liebich): I move to approve the Operating Agreement between Lewis-Clark State College and the Lewis-Clark State College Foundation as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Vice President Scoggin introduced the item and discussed that it pertains to the Lewis-Clark State College Foundation operating agreement, which has been fully reviewed by the Audit Committee. The agreement in its entirety can be found within the meeting agenda materials.

There were no questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Amendment to Board Policy II.R. – First Reading

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the first reading of Board Policy II.R. to allow multiple institutional representatives to serve on the Retirement Plans Committee as set forth in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and asked Board Vice President Scoggin, the Chair of the Retirement Plans Committee, to provide background information. Board Vice President Scoggin discussed that this policy places a limit on the number of participants representing institutions on the Retirement Plans Committee. If approved, the motion would allow more than one two-year institution representative and one four-year institution representative on the committee. The amendment would allow more than one representative for two-year institutions and four-year institutions, which would allow greater representation in service of the plans.

There were no questions or comments from the Board.

2. Amendment to Board Policy V.R. – First Reading

BOARD ACTION

M/S (Hill/Clark): I move to approve the first reading of policy V.R. to amend the process through which fees are established as set forth in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and discussed that the purpose of the proposed amendments to Board Policy V.R. is to create clarity and simplicity for students and to clearly define the role of tuition and the role of fees. Board Member Hill noted that the Business Affairs and Human Resources Committee has been working on revisions to Board Policy V.R. for quite some time, and that this is not an effort to circumvent a recent piece of legislation (H116) that was introduced pertaining to student fees.

Board Member Hill and Todd Kilburn, Chief Financial Officer, provided a brief overview of the proposed amendments. Board Member Hill discussed that proposed amendments to Section I require that institutions communicate the price of tuition and fees to students, and consolidates facilities, activity, and technology fees into a Consolidated Mandatory Fee, which will allow for institutions to be more agile in responding to student needs. Mr. Kilburn discussed that because there has been confusion among students because graduate tuition rates were layered on top of undergraduate tuition rates, and the proposed amendments would create separate in-state graduate, in-state undergraduate, out-of-state graduate, and in-state graduate tuition rates. In regard to special tuition, he added that institutions can bring proposals forward for Board approval, and the Board will be able to set tuition rates for special programs that are separate from the four categories outlined above.

Board Member Hill then discussed proposed amendments to Section II, which would create the option to establish a systemwide tuition rate. He noted that this was proposed in order to accommodate the creation of Online Idaho, which will allow students to simultaneously take courses from multiple Idaho institutions. Mr. Kilburn discussed amendments to Section III, which will align the Western Undergraduate Exchange (WUE) tuition rate with the Board's agreement with the Western Interstate Commission for Higher Education. He stated that the policy was written before WUE was established.

Matt Freeman, Executive Director, discussed that revisions to Board Policy V.R. have been at least ten months in the making, and noted that the Board is cognizant of H116 and that Board approval of the proposed amendments will help inform conversations with legislators. Board President Critchfield noted that this is the first reading of this revised policy, and that there will likely be more conversations about the amendments moving forward.

Kevin Satterlee, Idaho State University President, thanked Board Member Hill and the institutions' Vice Presidents of Finance for their work on amendments to this policy. He discussed that because of the way the tuition and fee system has been built, he would suggest including a general statement noting something to the effect of, "all tuition and fees collected shall be usable for any lawful purpose by the institution unless otherwise specified." Additionally, President Satterlee commented on the professional fees section of the policy, noting that perhaps the requirements for setting professional fees may be a bit too stringent.

Board Member Atchley inquired whether or not student fees are specifically designated for various campus activities. President Satterlee discussed that each of the institutions has designated fees for designated activities, and added that the consolidation of fees would advocate for the cost of delivering an institution's "product" rather than providing a lengthy list that could create confusion among students. Board Member Atchley asked if this consolidation of fees without specificity could lend itself to the institutions raising fees without adequate justification. President Satterlee responded anecdotally discussed departments operating during a budget cut, with some departments receiving fees over others rather than utilizing fees to compensate for gaps in the budget where necessary. Dr. Cynthia Pemberton, Lewis-Clark State College President, discussed that the institutions have unique, student-driven processes for determining fees, and that consolidation and flexibility of fees is something that students have specifically asked for. Board Member Hill discussed that the underlying philosophy of the amendments to

Board Policy V.R. is to give the institution Presidents the flexibility to respond to a variety of circumstances in a way that best serves students' interests. Board Member Clark stated that she is supportive of the policy amendments and expressed her gratitude for the work that has gone into it, and inquired if other institutions have had student requests for the consolidation of fees. President Satterlee stated that ISU students are actively involved in helping with the determination of fees and the allocation of fees. Scott Green, University of Idaho President, and Mark Heil, Vice President of Finance and Administration at Boise State University, echoed these comments. Mr. Heil also discussed the student activities fee, for which students determine the general allocation.

There were no additional questions or comments from the Board.

3. Idaho State University – Online Program Fee for the Fire Services Administration Associate of Science and Bachelor of Science

BOARD ACTION
M/S (Hill/Scoggin): I move to approve the request by Idaho State University to add an online program fee of $250.00 per credit to the online Fire Services Administration program, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and noted that normally, this item would be placed on the Consent agenda, but that it is particularly relevant to the preceding conversation the Board had about Board Policy V.R. Kevin Satterlee, Idaho State University President, stated that the fee is comparable with the market and that the establishment of this fee will make the program more affordable for prospective students. Glen Nelson, Vice President for Finance and Business Affairs at ISU, echoed these comments.

There were no questions or comments from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Cybersecurity Initiative Update to the Board
   This item was provided in the agenda materials as an information item.

Board Secretary Liebich introduced the item and discussed that the 2020 Legislature appropriated $1M to create a statewide, collaborative cybersecurity initiative. The President's Leadership Council selected the University of Idaho as the sponsoring institution for this initiative and Dr. Michael Haney, Assistant Professor of Computer Science at the University of Idaho and cybersecurity researcher for the Idaho National Laboratory, was selected to lead the effort. Dr. Haney provided an update of the initiative's progress to date.

Dr. Haney discussed that many of Idaho's institutions were already active in cybersecurity before the initiative started. Work on this initiative will continue after the current fiscal year, and collaborators are seeking additional funding from industry, state, and federal grants. Dr. Haney provided a visual representation of Idaho's cybersecurity "ecosystem"; his slide deck can be found within the meeting agenda materials.

Dr. Haney discussed that the current focus is on Idaho's "Cyber Range", which involves laying the foundation for a statewide, interconnected range for hands-on training and education. Each institution will have at least one "node" on the range, and for some institutions this "node" will be a Security Operations Center (SOC) that will mimic real-world facilities and activities. The College of Eastern Idaho has already installed their SOC, and Dr. Haney noted that the initiative is currently working with the College of Western Idaho on IRON connectivity for complete connection between all institutions.

Dr. Haney shared that a steering committee has been established with representation from each institution, and that Boise State University, Idaho State University, and the University of Idaho are working on shared curriculum for undergraduate course offerings. The first undergraduate course was offered during the Spring 2021 semester and additional courses will be developed and offered in Fall 2021 and Spring 2022. Dr. Haney also discussed industry partnerships, noting that the steering committee has been working with the Workforce Development Council, Idaho Business for Education, and the Idaho Technology Council to connect students with co-op education and apprenticeship opportunities.

Board Member Hill inquired about the sustainability of the program since it was funded with one-time monies. Dr. Haney discussed that Idaho has a solid foundation for a robust cybersecurity program, and that those involved are dedicated to making the initiative sustainable long-term. He also noted that industry partnerships will be valuable in moving the initiative forward. Scott Green, University of Idaho President, echoed

these comments and noted that there will need to be conversations about sustainable funding for the initiative in the future.

There were no additional questions or comments from the Board.

2. Board Policy III.Z. – Delivery of Postsecondary Programs – First Reading

BOARD ACTION
M/S (Liebich/Scoggin): I move to approve the first reading of proposed amendments to Board Policy III.Z. Planning and Delivery of Postsecondary Education Programs and Courses as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Secretary Liebich introduced the item and discussed that Board Policy III.Z. was designed to which programs each institution could offer prior to the streamlined, statewide collaboration among the institutions. He noted that the President's Leadership Council agreed that there should now be added flexibility within the policy, and asked Dr. TJ Bliss to provide further background information on the proposed amendments.

Dr. Bliss discussed that the President's Leadership Council asked the Council on Academic Affairs and Programs to establish a workgroup to thoroughly review and revise Board Policy III.Z. Dr. Bliss provided an outline of the proposed amendments, which included:

- The addition of two new definitions for high-demand programs and joint programs
- The creation of a specific section pertaining to the delivery of high-demand programs
- The removal of the statewide program responsibilities list for Boise State University, the University of Idaho, and Idaho State University from the policy and relocating this list within the official three-year plan document approved by the Board
- The clarification of delivery of programs that cross service regions
- Specification of requirements for memoranda of understanding between institutions for high-demand programs, joint programs, program transitions, and programs with regional or statewide program responsibilities

Dr. Bliss noted that the policy encourages collaboration among institutions while fulfilling state requirements and changes a number of areas listing "Chief Academic Officer" to "Executive Director or Designee", although most areas of operation will still run through the Chief Academic Officer. Dr. Bliss also recognized Dr. Laura Woodworth-Ney, former Provost at Idaho State University, for her work on the policy; Dr. Woodworth-Ney left ISU in December.

Kevin Satterlee, Idaho State University President and Chair of the President's Leadership Council, stated that the President's Leadership Council is pleased with the proposed amendments. Board Vice President Scoggin stated that this policy is an excellent example of the direction the state should be moving in, with the goal of providing the best possible benefits to students statewide with an emphasis on systemwide collaboration. Board Member Clark and Board President Critchfield echoed these comments.

There were no additional questions or comments from the Board.

3. Board Policy III.F. – Program Prioritization – Second Reading

BOARD ACTION
M/S (Liebich/Scoggin): I move to approve the second reading of Board Policy III.F. Program Prioritization as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Secretary Liebich introduced the item and asked Dr. TJ Bliss, Chief Academic Officer, to provide background information. Dr. Bliss stated that the only change made between the first and second readings was the addition of the word "only" in subsection 4, which provides additional clarification about which types of programs are required to be quintiled. The proposed policy amendments would change "academic and non-academic" to "instructional and non-instructional", and clarify that "instructional" programs include academic programs as well as career technical education programs. The proposed amendments also remove the requirement for institutions to group non-instructional programs into quintiles based on relative cost efficiency and effectiveness, but maintains the requirement for institutions to quintile academic and career technical education instructional programs. Dr. Bliss noted that the policy still maintains the requirement of rigorous evaluation of non-instructional programs. The policy in its entirety, including the proposed amendments, can be found within the meeting agenda materials.

There were no questions or comments from the Board.

4. Waiver – Board Policy III.U. – Textbook and Instructional Materials Affordability

BOARD ACTION
M/S (Liebich/Keough): I move to waive the Fall 2021 implementation deadline in Board Policy III.U. Textbook and Instructional Materials Affordability, subsection 2.a., for one year. A roll call vote was taken and the motion carried 8-0.

Board Secretary Liebich introduced the item and asked Dr. TJ Bliss, Chief Academic Officer, to provide background information. Dr. Bliss stated that this waiver is a pandemic-related request, noting that prior to the pandemic he and Dr. Jonathan

Lashley, Associate Chief Academic Officer, identified Board Policy III.U. as a policy that needed expansion and more attention to access and affordability of education materials. Dr. Bliss discussed that, if approved, the waiver would extend deadlines set in the policy to allow more time to work on proposed amendments and also provide more time before institutions must act to incorporate changes. He added that his hope is that the revised policy will be in place by June 2021.

Dr. Lori Stinson, Provost and Vice President for Academic Affairs at Lewis-Clark State College, shared that LCSC is delighted with the opportunity to extend the deadline, and that she is excited for the upcoming revisions to the policy.

Board Vice President Scoggin discussed that revisions to this policy have been a slower process, and noted that the Board must keep moving forward with this initiative to make educational materials more cost effective for students. Dr. Stinson noted that the proposed waiver does not indicate that progress in stopping, but rather just allowing for more time with consideration for the effects of the COVID-19 pandemic. Board Vice President Scoggin stated that a progress update to the Board in the future would be appreciated.

Matt Freeman, Executive Director, discussed that Dr. Bliss recently provided him with a brief update on the College of Eastern Idaho's progress with adopting Open Education Resources. He noted that he did not have anything to compare this information to, so an overall progress update would likely be helpful for many individuals who are involved in this effort.

There were no additional questions or comments from the Board.

5. Boise State University – Online Graduate Certificates in Analyst and Threat Intelligence, Resilience Engineering, and Governance Policy Administration

BOARD ACTION
M/S (Liebich/Scoggin): I move to approve the request by Boise State University to create three new, online academic programs that will award a Graduate Certificate in Analyst and Threat Intelligence, Resilience Engineering, and Governance Policy Administration as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Liebich/Hill): I move to approve the request by Boise State University to charge an online program fee of $525 per credit for each certificate, in conformance with the program budgets submitted to the Board in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Secretary Liebich introduced the item and asked Dr. Tony Roark, Interim Provost and Vice President for Academic Affairs at Boise State University, to provide background information. Dr. Roark discussed that the proposal would create three, nine-credit graduate certificates in Analyst and Threat Intelligence, Resilience Engineering, and Governance Policy Administration, which will operate under Board Policy V.R. as it pertains to wholly online programs. The structure of the program will prepare students with the knowledge, skills, and expertise needed to maintain the operational effectiveness of complex business, government, academic, and physical information systems. Dr. Roark discussed that the certificates are intended to part of the statewide collaborative cybersecurity education initiative to help meet growing workforce demands, with focus on early- and mid-career professionals who are aspiring to eventually move into leadership roles.

Board Member Hill shared that he is highly supportive of the certificates and noted that it is an excellent addition to the ongoing statewide cybersecurity initiative. Board Vice President Scoggin discussed that the long-term employment projections for cybersecurity careers are strong and that the timing for the introduction of these certificates is perfect. Board Secretary Liebich echoed these comments.

Dr. Bliss discussed cybersecurity education opportunities at BSU for Fall 2021 and beyond, a visual representation of which can be found within the meeting agenda materials. Dr. Roark added that the cost for the certificates is set at $525.00 per credit.

There were no additional questions or comments from the Board.

6. Boise State University – Online Bachelor of Science and Master of Science in Cyber Operation and Resilience

BOARD ACTION
M/S (Liebich/Scoggin): I move to approve the request by Boise State University to create an online Bachelor of Science and Master of Science in Cyber Operations and Resilience, as presented in Attachments 1 and 2. A roll called vote was taken and the motion carried 8-0.

AND

M/S (Liebich/Scoggin): I move to approve the request by Boise State University to charge an online program fee of $350 per credit for the Bachelor of Science in Cyber Operations and Resilience, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Liebich/Scoggin): I move to approve the request by Boise State University to charge an online program fee of $525 per credit for the Master of Science in Cyber Operations and Resilience, in conformance with the program budget submitted to the Board in Attachment 2. A roll call vote was taken and the motion carried 8-0.

Board Secretary Liebich introduced the item and asked Dr. Tony Roark, Interim Provost and Vice President for Academic Affairs at Boise State University, to provide background information. The proposed Bachelor of Science and Master of Science in Cyber Operations and Resilience (CORe) will operate under Board Policy V.R. as it pertains to wholly online programs. The bachelor's degree will utilize and stack existing undergraduate certificates, including Cyber Physical Systems (as optional electives) and Cyber Operations (required) into the degree plan. Additionally, the program has flexibility for students to stack related industry certifications, existing minors and certificates, dual-listed courses, prior learning, internships, and experiential learning. Both programs are intended to be part of the statewide cybersecurity initiative. The undergraduate program will be $350 per credit and the graduate program will be $525 per credit.

Board Vice President Scoggin inquired as to why the programs are wholly online, and asked if this modality could filter out potential students. Dr. Roark asked Dr. Sin Ming Loo, Professor of Electrical and Computer Engineering at BSU, to discuss this decision. Dr. Loo outlined that the programs were designed with input from community colleges, and the fact that the programs are online does not prevent on-campus students from participating in the program. He added that there is the possibility to make adjustments to accommodate in-person learning if necessary, and that each course goes through a fourteen-week instructional design process with the objective of delivering courses of the highest possible quality.

There were no additional questions or comments from the Board.

At this time the Board recessed for 15 minutes, returning at 11:05am (MDT).

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education
   This item was provided in the agenda materials as an information item.

Supt. Ybarra began her update by stating that she and her staff have been meeting with legislators to discuss pending legislation that relates to K-12 education. She discussed H73, which pertains to transparency and would implement extra reporting requirements for districts, stating that she supports ensuring that taxpayer dollars are spent appropriately but is concerned with the extra burden this would place on districts. She also shared her concerns about H106, which would eliminate the August election date for district. Supt. Ybarra also noted that Senator Jim Woodward has raised concern over

teacher evaluations and how Idaho will address learning loss during the pandemic and the metrics that are used to evaluate teachers. She stated that other states have implemented a one year "hold harmless" provision to prevent negative consequences from assessments and evaluations for teachers during this period, and added that perhaps the Board should discuss this possibility in the future.

Next, Supt. Ybarra provided an update on Full Time Enrollment. She shared that the regular payment, made on February 15, was based on rules and laws that are currently in place and the current school year's data, including mid-term support units. The mid-term support units were calculated based on the temporary rule that was passed by the Board on August 26, 2020, and includes movement on the career ladder.

Supt. Ybarra then discussed the Idaho Building Capacity Expansion Project, which is a federally funded program that provides on-site technical assistance for schools and districts in building their own internal capacity to sustain school improvement efforts. Capacity Builders, also referred to as coaches, are distinguished educators that are trained to facilitate the work of school improvement. Supt. Ybarra noted that there has been discussion of changes to the Regional Math Centers and she stated that she is not currently expecting those rumored changes, and that this has been communicated to the math and English language arts coaches.

Lastly, Supt. Ybarra provided an update on the Idaho Standards Achievement Test (ISAT) spring assessment, noting that the testing window opens on March 15, 2021. Maximum flexibility will be provided for districts, with the testing window being extended by two weeks and the time needed for students to complete the test being reduced. These changes will be helpful for districts that are still operating in a virtual or hybrid structure.

There were no questions or comments from the Board.

2. Update on the Coronavirus Aid, Relief, and Economic Security (CARES) Act and Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021
   This item was provided in the agenda materials as an information item.

Supt. Ybarra introduced the item and asked Karen Seay, Director of Federal Programs for the State Department of Education, to provide further information. Ms. Seay noted that the data included within the meeting agenda materials was updated on January 11, and that this information has been provided to the House and Senate Education Committees. The visual representation of the data reflects the appropriations, allocation, expenditures, and balance for each of the Elementary and Secondary School Emergency Relief (ESSER) fund under the Coronavirus Aid, Relief and Economic Security (CARES) Act.

Board Secretary Liebich inquired about the small percentage of the funds that has been spent on professional development, and discussed that the Board will need to consider what can be done to encourage districts to invest in professional development pertaining to blended learning. Board Member Clark echoed these comments, and noted that many districts have designated time for professional development that would be reflected as part of salary data rather than the professional development category.

Ms. Seay then discussed that the State Department of Education has received the award notification for the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, for which Idaho has been appropriated $195.9M within the Elementary and Secondary School Emergency Relief II (ESSER II) fund. 90% of this amount will be distributed to the local education agencies (LEAs) and the remaining $19.6M will be reserved for the state. The minimum allocation is $44,174 and will be awarded utilizing the same Title I distribution methodology. Ms. Seay noted that LEA use of funds has been expanded to include addressing learning loss, school facility repairs and improvements, and upgrade projects to improve air quality, and that reporting requirements have also been expanded to include specific use of funds and how the state is utilizing funds to measure and address learning loss.

Seventeen LEAs do not receive Title I funds and therefore will not receive ESSER II funds. Supt. Ybarra reminded the Board that a portion of the reserve from the CARES Act funding was distributed to LEAs who do not receive Title I funds, and added that the Board will need to consider this for the CRRSA funds as well. Board Secretary Liebich inquired about the distribution methodology for these funds, and Ms. Seay stated that she would gather that information and follow up with Board Secretary Liebich after the meeting.

There were no additional questions or comments from the Board.

3. Pandemic Electronic Benefit Transfer Program
   This item was provided in the agenda materials as an information item.

Supt. Ybarra introduced the item and asked Dr. Colleen Fillmore, Director of Child Nutrition Programs for the State Department of Education, to provide a brief overview of the Pandemic-Electronic Benefit Transfer (P-EBT) program.

Dr. Fillmore discussed that the P-EBT program provides nutritional resources to families who have lost access to free or reduced-price school meals due to school closures that occurred as a result of the COVID-19 pandemic. Families are able to receive funds on an EBT card to purchase food. Congress extended the P-EBT program through the end of FY2021 to allow states to use simplifying assumptions to establish benefit levels and eligibility periods for eligible children, allow state agencies to provide benefits to children who receive SNAP benefits and are in child care that have experienced facility closure,

reduced attendance or hours due to the pandemic, and provide funding to cover states' administrative costs.

Dr. Fillmore discussed the eligibility requirements for the program, noting that students are eligible if they are eligible for free or reduced-price lunch if schools were operating normally. Throughout the pandemic, over 90% of the state's School Food Authorities have served free meals under the Seamless Summer Option, and Dr. Fillmore added that there is a large number of families that have not submitted an application to receive assistance through SFA.

Dr. Fillmore also discussed the timeline for the P-EBT program, noting that Congress passed the continuing resolution for the program on September 30, 2020 and added new language for the P-EBT program in Congressional law on December 22, 2020. In late January of 2021, the template for the P-EBT program was updated to include new guidance on child care and an updated reimbursement amount. The State Department of Education is working with the Department of Health and Welfare to submit Idaho's P-EBT plan and budget. All funds must be expended by September 30, 2021, and the State Department of Education continues to provide outreach to districts and families as well as training opportunities.

There were no questions or comments from the Board.

4. Idaho K-12 Behavioral Health and Wellness Services Scan Presentation
   This item was provided in the agenda materials as an information item.

Supt. Ybarra introduced the item and asked Dr. Eric Studebaker, Director of Student Engagement and Safety Coordination, to provide an overview of the Student Behavioral Health Services Evaluation Report. Dr. Studebaker discussed that the State Department of Education contracted with Education Northwest to collect information on behavioral health and wellness services throughout the state to better support all K-12 general education students.

Dr. Studebaker stated that the survey, which was open between September 10-October 23, 2021, received 411 responses from 154 district administrators and 263 school administrators, including 330 complete responses, 81 partial responses, and 12 non-consent responses. For the purpose of the survey, behavioral health and wellness services were defined as, "services focused on the wellbeing; services, strategies, and/or programs that are available to the K-12 general student population, including families, school staff, and students to support mental, social, and emotional health." The report in its entirety, including response data, can be found within the meeting agenda materials.

Dr. Studebaker discussed that moving forward, the State Department of Education will collaboratively define a vision statement, establish definitions of common terms in this

field, inventory and align existing efforts in this area, and provide recommendations to Supt. Ybarra in order to address areas of concern or opportunities to improve conditions for student learning in Idaho schools.

Board Secretary Liebich inquired if the survey results were able to identify any districts who have established best practices that could be replicated throughout the state. Dr. Studebaker discussed that the survey did identify several districts and schools that have implemented successful behavioral health and wellness services, and added that the State Department is utilizing grant funding to establish these practices in different areas of the state to provide better access to behavioral health resources for those communities.

There were no additional questions or comments from the Board.

5. Curricular Material Review Committee – Appointments

BOARD ACTION
M/S (Ybarra/Scoggin): I move to appoint Michelle Southwick, Kelli Schroeder, John Stegmaier, Robyn Hill, Shannon Kelly, and Nathan Tracy to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2021 and ending February 28, 2026, representing public school administrators, certified classroom teachers, and parents. A roll call vote was taken and the motion carried 8-0.

Supt. Ybarra introduced the item and discussed that the Curricular Material Review Committee assists with providing equity in the quality of materials available to schools, and noted that it is the responsibility of districts to adopt curriculum at the local level. The Curricular Material Review Committee is established in Section 33-118A, Idaho Code and in IDAPA 08.02.03, Section 128, and members are appointed by the Board for terms of five years. The requirements for the committee's membership as well as the applications and credentials of the proposed appointees are included within the agenda materials.

There were no questions or comments from the Board.

6. Praxis II Tests and Idaho Cut Scores Adoption

BOARD ACTION
M/S (Ybarra/Liebich): I move to accept the recommendation of the Professional Standards Commission to adopt the Praxis II assessments and Idaho cut scores as provided in Attachment 1 as one of the State Board of Education approved content assessments. A roll call vote was taken and the motion carried 8-0.

Supt. Ybarra stated that this item is a regular agenda item that is driven by requirements outlined in statute and administrative rule. One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought, and each candidate must meet or exceed the qualifying score on the Board-approved content area assessment, such as the Praxis II.

There were no questions or comments from the Board.

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

BOARD ACTION
M/S (Ybarra/Hill): I move to adjourn the meeting at 11:57am (MST). The motion carried 8-0.

STATE BOARD OF EDUCATION MEETING
April 5, 2021

DRAFT

Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on April 5, 2021. Board President Debbie Critchfield presided and called the meeting to order at 3:00pm (MT).

Present

Debbie Critchfield, President
Andy Scoggin, Vice President
Kurt Liebich, Secretary
Dr. Linda Clark
Shawn Keough
Dr. Dave Hill
Sherri Ybarra, State Superintendent

Absent

Emma Atchley

Monday, April 5, 2021, 3:00 p.m. (MT)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Decennial Census – School District and Community College Trustee Zones

BOARD ACTION

M/S (Clark/Keough): I move to approve the requirements for school district and community college trustee zone equalization proposals as provided in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Clark introduced the item and discussed that it is a Federal requirement for the Board to equalize the trustee zones for all public schools and community colleges following each decennial census. She noted that the process has been delayed

due to a delay in the receipt of census data as a result of the effects of the COVID-19 pandemic, and that the guidelines and requirements for the process can be found within the meeting agenda materials.

Board Vice President Scoggin inquired if the requirements are consistent with what was approved after the last decennial census, and if the requirements must be approved by the Board after every census. Board Member Clark stated that this is correct, and added that the Board last approved these requirements following the decennial census in 2011. Board President Critchfield inquired if the requirements and guidelines will be available on the Board's website, and Tracie Bent, Chief Planning and Policy Officer, stated that this information would be posted on the Board's website following Board approval.

There were no additional questions or comments from the Board.

2. Coronavirus Response and Relief Supplemental Appropriations Act, 2021 – Elementary and Secondary School Emergency Relief (ESSER II) Fund

BOARD ACTION
M/S (Clark/Hill): I move to approve use of $11,851,300 of the $19,589,000 in ESSER II 10% SEA reserve funds for distribution to local education agencies who receive no ESSER II or low ESSER II funding through the Title I formula distribution in substantial conformance to the methodology identified in Attachment 1; and to approve the use of up to $300,000 in ESSER II SEA reserve funding for use by the State Department of Education to administer the distribution of ESSER funding to local education agencies. A roll call vote was taken and the motion carried 7-0.

Board Member Clark introduced the item and discussed that it pertains to the distribution of Elementary and Secondary School Emergency Relief (ESSER) II funds. She asked Gideon Tolman, Senior Financial Management Analyst for the Division of Financial Management, to provide an overview of the proposal.

Mr. Tolman discussed that the plan that was approved by the Board of Examiners last year to reduce K-12 budgets by 5%, which later became part of Governor Little's budget recommendation to the Legislature for FY2022. Throughout the development of this plan, it was established that the statutory reductions (freezing the Career Ladder, leadership premiums, and other staff salary increases) would require statutory changes once the Legislature convened. He explained that, throughout the year, it became evident that the decline in revenue as a result of the COVID-19 pandemic would not be as severe as anticipated. As more Federal funding became available, Governor Little revised his recommendation to shift the amount equal to the statutory reductions to a commensurate reduction in discretionary funding.

Mr. Tolman discussed that the Federal government made approximately $195M available in ESSER II funding, with $176M designated for distribution to local education agencies based on Title I student populations. $19M was designated as a 10% set-aside to be used at the state education agency's discretion. The distribution methodology for these funds is outlined within the meeting agenda materials.

Mr. Tolman discussed that several local education agencies did not receive ESSER II funds or received very little ESSER II funds because they do not have Title I students. If approved, this Board action would distribute $11.9M (of the total $19.6M) 10% set-aside to local education agencies that received no ESSER II funding or low ESSER II funding. Mr. Tolman emphasized that the distribution of these funds would allow these local education agencies to "break even", with the Federal funds compensating for expenses incurred as a result of the COVID-19 pandemic. He also noted that once FY2022 begins, the general funds for local education agencies will be restored in addition to added funding for growth.

Supt. Ybarra discussed that there are 24 local education agencies that will not receive funds through ESSER II, but will receive funds from the American Rescue Plan (ARP ESSER) in order to "break even" in FY2021.

Board Secretary Liebich inquired about the Legislative elimination of the cap on charter growth, which required approximately $6M from the 10% set-aside, and asked which schools would be receiving these funds. Mr. Tolman and Tracie Bent, Chief Planning and Policy Officer stated that Inspire Academy and Idaho Virtual Academy, both virtual charter schools, would receive these funds. Board Member Liebich and Vice President Scoggin inquired how the schools would utilize these funds, and Board President Critchfield suggested that they discuss this with the Idaho Public Charter School Commission.

Board Member Clark inquired about the $300,000 that was requested by the State Department of Education to administer the ESSER funds. Supt. Ybarra discussed that there are laws pertaining to time and effort for grant work that outline that staff who are working on the administration of a grant must be paid from that particular grant. Karen Seay, Director of Federal Program for the State Department of Education, echoed these comments and explained that employees who administer grants code their time based on the grant they are working on.

There were no additional questions or comments from the Board.

3. American Rescue Plan Act, 2021 – Education Specific Funding

BOARD ACTION
M/S (Clark/Scoggin): I move to preliminarily designate the use of the 2.5% of the SEA reserve funds to local education agencies who receive no ARP ESSER

funds or low ARP ESSER funds based on their Title I student populations, to be appropriated in FY2022 with carryover into FY2023, pending final state spending authority appropriations. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Clark introduced the item and discussed that it pertains to the distribution of American Rescue Plan (ARP) funds. She asked Gideon Tolman, Senior Financial Management Analyst for the Division of Financial Management, to provide an overview of the proposal.

Mr. Tolman discussed that the ARP is the next installment of ESSER funds, and that the allocation of funds has not yet been decided upon. Tracie Bent, Chief Planning and Policy Officer, discussed that the ARP ESSER funds will have a 10% state education agency set-aside, and only 2.5% of those funds have the complete allocation discretion of the state education agency. The proposed distribution methodology and allocation method for the ARP ESSER funds is included within the meeting agenda materials.

Board Secretary Liebich inquired if the Legislature can direct the use of these funds. Matt Freeman, Executive Director, responded that since the Legislature determines the spending authority for Federal funds, they will be able to direct the use of the ARP ESSER funds. Ms. Bent discussed that because it is not yet known how the Legislature will appropriate these funds, this item is only a preliminary discussion of how the funds should be appropriated and further Board action may be necessary moving forward. The preliminary action will serve as a Board recommendation to the Legislature for the allocation of the funds.

There were no additional questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Boise State University – Multi-Year Employment Agreement – Head Football Coach

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by Boise State University to enter into a five-year, three-month multi-year agreement, as proposed, with Andrew Avalos as its head coach of football, commencing on January 10, 2021 and terminating on March 31, 2026, at a starting annual base salary of $1,400,000 and such base salary increase and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachments 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Hill introduced the item and asked Mark Heil, Vice President and Chief Financial Officer at Boise State University, and Matt Wilde, General Counsel at Boise

State University, to provide an overview of the proposed contract for BSU's new head football coach, Andrew Avalos. Mr. Heil discussed that the contract closely follows the Board's contract template as a multi-year agreement with incentive elements that are similar to prior coach contracts at BSU. Mr. Wilde echoed Mr. Heil's comments.

Board Vice President Scoggin inquired if there are notable differences between the proposed contract and the Board's template or prior coach contracts. Mr. Wilde discussed that the inclusion of deferred compensation is a notable difference. Board President Critchfield inquired about the inclusion of liquidated damages and asked about the conversations that led up to the final contract. Mr. Wilde discussed that the contract is similar to other coaches in the same conference, and that Mr. Avalos' representatives as well as representatives for BSU were comfortable with the contract that was offered.

The contract in its entirety is included within the meeting agenda materials.

There were no additional questions or comments from the Board.

2. Boise State University – Multi-Year Employment Agreement – Athletic Director

BOARD ACTION
M/S (Hill/Scoggin): I move to approve the request by Boise State University to enter into a five-year, multi-year agreement, as proposed, with Jeramiah Dickey as its Athletic Director commencing on January 16, 2021 and terminating on December 31, 2025, at a starting annual base salary of $410,000 and such base salary increase and supplemental compensation provisions in substantial conformance with the terms of the Agreement set forth in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Hill introduced the item and asked Matt Wilde, General Counsel at Boise State University, to provide an overview of the proposed contract for BSU's new Athletic Director, Jeremiah Dickey.

Mr. Wilde discussed that the contract closely follows the Board's contract template, with liquid damages, deferred compensation, and incentive elements included. The contract in its entirety is included within the meeting agenda materials.

There were no additional questions or comments from the Board.

3. Boise State University – Network and Security Hardware and Software Project

BOARD ACTION
M/S (Hill/Keough): I move to approve the purchase of network security hardware and software from CompuNet, Inc. at an aggregate cost not to exceed

$2,750,000.00 and authorize the Vice President and Chief Financial Officer of Boise State University to execute the Quotations and take all further action necessary for such purchase. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Hill introduced the item and asked Mark Heil, Vice President and Chief Financial Officer at Boise State University, to provide background information. Mr. Heil discussed that last summer, after transitioning to remote learning as a result of the onset of the COVID-19 pandemic, BSU invested in technology improvements to ensure that all classrooms on campus are compatible with remote and hybrid instruction. He outlined that the proposed purchase will address network hardware and software needs to improve security, capacity, and reliability. Mr. Heil also noted that the purchase leverage's the State's procurement contract.

There were no additional questions or comments from the Board.

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

BOARD ACTION
M/S (Hill/Keough): I move to adjourn the meeting at 4:01pm (MT). The motion carried 7-0. Mrs. Atchley was absent from voting.

STATE BOARD OF EDUCATION MEETING
April 12, 2021

DRAFT

Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on April 12, 2021. Board President Debbie Critchfield presided and called the meeting to order at 3:00pm.

Present

Debbie Critchfield, President
Andy Scoggin, Vice President
Kurt Liebich, Secretary
Sherri Ybarra, State Superintendent
Dr. Linda Clark
Dr. Dave Hill
Shawn Keough

Absent

Emma Atchley

Monday, April 12, 2021, 3:00 p.m. (MT)

EXECUTIVE SESSION (Closed to the Public) – Action Item

1. To go into executive session pursuant to Section 74-206(1)(f), Idaho Code, to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated.

2. To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student.

3. To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or

charges brought against, a public officer, employee, staff member or individual agent, or public school student.

BOARD ACTION
M/S (Liebich/Keough): I move to go into executive session pursuant to Section 74-206(1)(b) and (f), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student and to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Members entered into Executive Session at 3:04pm (MT). The Board convened in Executive Session to consider an exempt matter, which is permissible under Open Meeting Law, Idaho Code, Title 74, Section 206(1)(b) and (f). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in these matters it will occur at a future meeting properly noticed under the Open Meeting Law.

M/S (Hill/Keough): I move to go out of Executive Session. The motion carried 7-0. Mrs. Atchley was absent from voting.

Board Members exited Executive Session at 5:01pm (MT), effectively adjourning the meeting. Prior to entering Executive Session, Board President Critchfield stated that the Board would not return to Open Session for the remainder of the meeting.

K-20 EDUCATION STRATEGIC PLAN PERFORMANCE MEASURE - FISCAL YEAR 2022

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.							
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.							
Development of a single K-20 data dashboard and timeline for implementation							FY2021
Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.							
Percent of graduates from Four-year institution who transferred from Idaho community college1	15%	15%	16%	17%	16%		25% or more
Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts[1]	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	
Two-year institution							Less than 55%
Math	50.5%	49.4%	45.6%	41.5%	39.1%		
English	23.9%	25.1%	19.0%	15.0%	15.3%		
Four-year institution							Less than 20%
Math	35.6%	37.1%	35.8%	33.1%	29.9%		
English	14.7%	15.2%	18.3%	18.1%	14.5%		
Goal 2: EDUCATIONAL READINESS - Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities.							
Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.							
Performance of students scoring at grade level or higher on the statewide reading assessment	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	
Kindergarten				64.1%	NA[10]		TBD
1st Grade				67.5%	NA[10]		TBD
2nd Grade				75.9%	NA[10]		TBD
3rd Grade				73.7%	NA[10]		TBD
Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3)	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Kindergarten				44.9%	42.3%	43.4%	TBD
1st Grade				42.9%	48.9%	41.7%	TBD
2nd Grade				60.3%	62.9%	54.3%	TBD
3rd Grade				61.2%	64.0%	58.3%	TBD
Growth							
Kindergarten				19.2%	NA[10]		TBD
1st Grade				24.6%	NA[10]		TBD
2nd Grade				15.6%	NA[10]		TBD
3rd Grade				12.5%	NA[10]		TBD

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test[10]	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Math							
5th Grade		42.3%	43.8%	45.5%	NA[10]		58.59%
8th Grade		39.5%	42.1%	41.6%	NA[10]		57.59%
High School		33.2%	34.2%	34.7%	NA[10]		53.30%
ELA							
5th Grade		54.2%	55.8%	57.3%	NA[10]		68.04%
8th Grade		52.9%	54.7%	54.4%	NA[10]		67.64%
High School		60.3%	60.6%	60.3%	NA[10]		73.60%
Science							
5th Grade		66.5%	65.6%	64.8%	NA[10]		FY21 Baseline
High School		65.2%	67.3%	62.8%	NA[10]		FY21 Baseline
	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	
High School Cohort Graduation Rate	78.9%	79.7%	79.7%	80.6%	80.7%	82.1%	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	2021 graduates	
ACT	**36%**	**33%**	**34%**	**35%**	**NA**		**At least 60%**
English	77%	71%	72%	73%	NA		
Mathematics	54%	49%	49%	51%	NA		
Reading	59%	57%	57%	59%	NA		
Science	46%	44%	45%	47%	NA		
SAT		**34%**	**33%**	**32%**	**32%**		**At least 60%**
Evidence-Based Reading and Writing (ERW)	Test changed	63%	60%	58%	57%		
Mathematics		36%	35%	34%	34%		
Percent of high school graduates who participated in one or more advanced opportunities[2]	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	2021 graduates	
Any Advanced Opportunities	87%	89%	90%	90%	87%		At least 80%
Specific Advanced Opportunities							
Advanced Placement	39%	38%	39%	39%	40%		
International Baccalaureate	7%	3%	2%	1%	1%		
Dual Credit (Earned)[2]	34%	42%	48%	52%	57%		
Technical Competency Credit	54%	62%	59%	56%	44%		
Industry Certification			2%	2%	3%		
Percent of dual credit students who graduate high school with an Associate's Degree	1.4%	1.8%	1.6%	1.3%	NA		At least 3%
	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	
Percent of high school graduates who enroll in a postsecondary institution							
Within 12 months of high school graduation	53%	53%	53%	52%	NA		At least 60%

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
	2013 graduates	2014 graduates	2015 graduates	2016 graduates	2017 graduates	2018 graduates	
Within 36 months of high school graduation	NA	64%	64%	64%	NA		At least 80%
Objective B: School Readiness - Explore opportunities to enhance school readiness.							
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.	NA	NA	NA	44.9%	42.3%	43.4%	TBD
Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.							
Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.							
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study[3]	42.4%	42.4%	41.8%	42.2%	43.8%		At least 60%
Total number of certificates/degrees produced, by institution per year[1]	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Certificates of at least one year	1,059	1,221	1,564	1,685	2,293		TBD
College of Eastern Idaho	102	109	110	108	110		
College of Southern Idaho	192	151	154	146	129		
College of Western Idaho	229	240	402	508	1264		
North Idaho College	259	431	556	604	619		
Boise State University	0	0	0	0	0		
Idaho State University	200	194	200	215	171		
Lewis-Clark State College	22	18	12	15	26		
University of Idaho	0	0	0	0	0		
Associate degrees	3,637	3,541	3,580	3,461	3,583		TBD
College of Eastern Idaho	118	121	93	147	164		
College of Southern Idaho	919	816	800	839	947		
College of Western Idaho	996	979	984	886	949		
North Idaho College	749	687	690	681	657		
Boise State University	145	116	119	133	111		
Idaho State University	362	405	472	428	420		
Lewis-Clark State College	351	414	425	347	365		
University of Idaho	0	0	0	0	0		
Baccalaureate degrees	6,808	6,865	6,924	7,033	7,101		TBD
Boise State University	3,174	3,317	3,373	3,472	3,680		
Idaho State University	1,228	1,168	1,166	1,233	1,155		
Lewis-Clark State College	541	528	587	626	505		
University of Idaho	1,865	1,852	1,798	1,702	1,761		

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution[1]	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	
Two-year institution							
New student	52%	56%	55%	54%	58%		At least 75%
Transfer	58%	61%	65%	57%	63%		At least 75%
Four-year institution							
New student	74%	74%	75%	74%	75%		At least 85%
Transfer	72%	76%	76%	75%	76%		At least 85%
Percent of full-time, first-time freshman graduating within 150% of time or less[1]							
	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	2018-19 cohort	
Two-year institution	20%	22%	25%	26%	28%		At least 50%
	2010-11 cohort	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	
Four-year institution	41%	42%	46%	47%	49%		At least 50%
Objective B: Timely Degree Completion - Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).							
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting[1]	21%	21%	22%	23%	23%		50% or more
Two-year institution	7%	7%	7%	8%	7%		
Four-year institution	26%	27%	28%	30%	31%		
Percent of new degree-seeking freshmen completing a gateway math course within two years[1]	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	2018-19 cohort	
	40%	44%	47%	48%	47%		60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program[1]							
Transfer students							
Associate - Two Year Institution	83	81	80	78	79		69
Associate - Four Year Institution	129	131	127	116	118		
Baccalaureate	145	145	145	146	143		138
Non-transfer students							
Associate - Two Year Institution	74	73	71	69	69		69
Associate - Four Year Institution	112	106	106	106	101		
Baccalaureate	137	137	136	136	133		138
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.							
Annual number of state-funded scholarships awarded and total dollar amount							
Total Scholarships Awarded	1,774	3,487	3,795	4,403	4,988		At least 3,000
Armed Forces and Public Safety Officer Scholarship	10	10	11	13	12		
Opportunity Scholarship	1,764	3,461	3,739	4,254	4,767		
Opportunity Scholarship for Adult Learners	0	0	0	57	126		
Postsecondary Credit Scholarship	0	16	45	79	83		

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Total Dollar Amount of Scholarships Awarded	$5,300,248	$10,074,212	$11,822,718	$14,641,323	$16,263,535		At least $16 M
Armed Forces and Public Safety Officer Scholarship	$176,000	$152,038	$174,497	$185,627	$158,777		
Opportunity Scholarship	$5,124,248	$9,901,424	$11,585,371	$14,237,582	$15,628,220		
Opportunity Scholarship for Adult Learners	$0	$0	$0	$104,564	$357,088		
Postsecondary Credit Scholarship	$0	$20,750	$62,850	$113,550	$119,450		
	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	
Proportion of postsecondary graduates with student loan debt	50%	45%	45%	44%	42%		
Two-year institution	48%	41%	42%	40%	38%		
Four-year institution	50%	46%	46%	46%	43%		Less than 50%
			2017-18 seniors	2018-19 seniors	2019-20 seniors	2020-21 graduates	
Percent of students who complete the Free Application for Federal Student Aid (FAFSA)	NA	NA	47%	44%	43%		60% or more
Percent cost of attendance (to the student)[3]							
In-State *First Time, Full Time Degree Seeking Undergraduate living on campus (In-District for Two-Year)*	FY2015	FY2016	FY2017	FY2018	FY2019		
Two-year institution							
Students living off campus (*w family*)	88%	92%	94%	97%	91%	92%	Less than 4%
Four-year institution							
Students living on campus	96%	91%	88%	90%	88%	90%	Less than 4%
Students living off campus (*w family*)	102%	98%	88%	88%	88%	89%	Less than 4%
Average net cost to attend public institution.[3]							
First Time, Full Time Degree Seeking Undergraduate awarded grant or scholarhip	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	
Four-year institution	101.1%	94.4%	98.1%	94.3%	93.1%		90% of peers
Expense per student FTE[3]	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	
IPEDS Total expenses and deductions / 12 Month FTE (Undergrad, Grad & PhD)	$22,140	$23,758	$24,516	$25,111	$25,415		Less than $20,000
Two-year institution	$13,883	$15,168	$15,432	$15,196	$15,339		
Four-year institution	$25,118	$26,691	$27,706	$28,766	$29,168		
Number of degrees produced (Undergraduate)[1]	10,448	12,487	12,772	12,699	13,106		At least 15,000
Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.							
Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.							
Percentage of students participating in internships	5%	5%	8%	6%	6%		10% or more
Percentage of undergraduate students participating in undergraduate research.[1]							
BSU	35%	37%	37%	43%	43%		Greater than 40%
ISU	43%	42%	41%	38%	36%		Greater than 50%
UI	64%	65%	61%	58%	60%		Greater than 60%
LCSC	10%	14%	16%	20%	12%		

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields[1]	1:0.24	1:0.25	1:0.25	1:0.24	1:0.26		1:0.25 or more
Increase in postsecondary programs tied to workforce needs	23	20	20	22	45		10
Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.							
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	NA	4	8	11	11		8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51%	WWAMI-51%		At least 60%
Percentage of Family Medicine Residency graduates practicing in Idaho							
Boise	47%	56%	53%	73%	63%		At least 60%
ISU	43%	71%	29%	43%	43%		At least 60%
CDA	NA	50%	83%	72%	67%		At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA		At least 50%
Medical related postsecondary programs (other than nursing)	79	84	91	102	111		100

Notes:

[1] FY20 performance measures for the postsecondary institutions are preliminary.

[2] SDE report card data except Dual Credit has been modified to only include students with earned course credits

[3] This metric is contingent on the IPEDS data release.

[4] The Public Use Microdata Sample of the American Community Survey is published In November ea year.

[10] Spring IRI tests results not tabulated, ISAT not administered due to COVID closures

TAB	DESCRIPTION	ACTION
1	**BAHR - FY 2022 APPROPRIATIONS**	Action Item
2	**BAHR – FY2021 OPPORTUNITY SCHOLARSHIP EDUCATIONAL COSTS**	Action Item
3	**BAHR - IDAHO STATE UNIVERSITY - MULTI-YEAR EMPLOYMENT AGREEMENT – HEAD WOMEN'S BASKETBALL COACH**	Action Item
4	**BAHR – UNIVERSITY OF IDAHO – PRIVATE SEWER EASEMENT AGREEMENT**	Action Item
5	**BAHR – SECTION II – UNIVERSITY OF IDAHO – DINING SERVICES CONTRACT**	Action Item
6	**BAHR - UNIVERSITY OF IDAHO RELEASE OF EASEMENT – CANYON COUNTY PROPERTY**	Action Item
7	**IRSA - UNIVERSITY OF IDAHO – DISCONTINUE MASTER OF ART TEACHING**	Action Item
8	**IRSA – BOISE STATE UNIVERSITY – PROPOSAL FOR MASTER OF POPULATION AND HEALTH SYSTEMS MANAGEMENT**	Action Item
9	**IRSA - GRADUATE MEDICAL EDUCATION COMMITTEE APPOINTMENTS**	Action Item
10	**PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS**	Action Item

SUBJECT

FY 2022 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Applicable Legislative Appropriation Bills (2021)

BACKGROUND/ DISCUSSION

As of agenda preparation time, the 2021 Legislature is still in the process of establishing the appropriations for agencies under the Board.

Appropriation bills were passed for the Community Colleges, Career-Technical Education, the Agricultural Research & Extension Service (ARES), Health Education Programs, Special Programs, Idaho Public Television, and the Division of Vocational Rehabilitation. All information available at the time of publication of the Board agenda is included.

Appropriation bills still under consideration in the Legislature were the College and Universities appropriation, the Office of the State Board of Education appropriation, and the State Department of Education appropriation. Once approved, these appropriations will be brought back to the Board at a duly called special meeting of the Board.

IMPACT

Appropriations provide funding and spending authority for the agencies and institutions of the State Board of Education, allowing them to offer programs and services to Idaho's citizens.

ATTACHMENTS

Attachment 1 – FY 2022 Appropriations List

STAFF COMMENTS

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

BOARD ACTION

Motions for the allocations for the Community Colleges, Career Technical Education, the Agricultural Research & Extension Service (ARES), Health Education Programs, Special Programs, Idaho Public Television, and the Division of Vocational Rehabilitation are found on each specific institution or agency allocation.

ATTACHMENT 1

State Board of Education
FY 2022 Appropriations to Institutions and Agencies

	General Fund	% Δ From FY 2021	Total Fund
Allocations			
Community Colleges	51,799,600	7.5%	72,599,600
Career Technical Education	73,007,500	7.2%	84,195,600
Agencies			
Agricultural Research & Extension Service	32,695,100	1.8%	32,695,100
Health Education Programs	23,166,800	5.9%	23,517,200
Special Programs	26,568,900	.5%	32,919,700
Idaho Public Television	2,719,200	1.5%	9,552,700
Division of Vocational Rehabilitation	8,202,200	.9%	28,416,400

Statewide Issues

Permanent Building Fund Advisory Committee Appropriations, SB 1172 and HB 225:

In addition to Alteration and Repair projects, the following capital requests were recommended:

College of Eastern Idaho: Future Tech Facility	7,000,000
University of Idaho: Parma Agricultural Research Campus	3,000,000
University of Idaho: Seedling Production Greenhouses	700,000

SUBJECT

Community Colleges FY 2022 Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 318 (2021)

BACKGROUND/DISCUSSION

The Legislature makes an annual appropriation to the State Board of Education for community college support. The allocation to the colleges includes the base allocation plus each college's respective share in any annual budget adjustments according to the normal budgeting process.

IMPACT

The FY 2022 appropriation, shown on Tab 1b Attachment 1, includes General Fund increases in benefit costs for the employer's unemployment insurance, 2% ongoing Change in Employee Compensation (CEC) increases and Enrollment Workload Adjustment. Line items include $600,000 for Nursing Programs at College of Southern Idaho, College of Western Idaho and North Idaho College, and $1,000,000 for Zero Textbook Cost initiative.

ATTACHMENTS

Attachment 1 – FY 2022 CC Appropriations Allocation
Attachment 2 – Statement of Purpose/Fiscal Note
Attachment 3 – Appropriation Bill (H318)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the FY 2022 Community College allocation.

BOARD ACTION

I move to approve the allocation of the FY 2022 appropriation for the College of Southern Idaho, College of Eastern Idaho, College of Western Idaho, North Idaho College, and system-wide needs as presented on Tab 1b, Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho Community Colleges
FY 2022 Appropriation Allocation - HB 318
9-Mar-21

	General Educ Approp: JFAC Action	CSI	CEI	CWI	NIC	Systemwide	Total
1	FY 21 Total Appropriation						
2	General Funds	14,523,700	5,218,000	15,966,600	12,426,700	39,200	48,174,200
3	CARES Act Funding	5,569,500	2,172,800	10,671,500	4,907,600		23,321,400
4	Dedicated Funds	200,000	200,000	200,000	200,000		800,000
5	Total FY21 Total Appropriation	20,293,200	7,590,800	26,838,100	17,534,300	39,200	72,295,600
6							
7	FY 22 Base						-
8	General Funds	14,523,700	5,218,000	15,966,600	12,426,700	39,200	48,174,200
9	Dedicated Funds	200,000	200,000	200,000	200,000		800,000
10	Total FY 22 Base	14,723,700	5,418,000	16,166,600	12,626,700	39,200	48,974,200
11							-
12	FY 22 Maintenance Items						
13	Changes in Benefit Costs	43,200	14,400	43,700	46,000		147,300
14	Inflationary Cost Increases	-		-	-		-
15	Replacement Items	-		-	-		-
16	CEC: 2% ongoing	187,100	85,200	210,900	171,400		654,600
17	Enrollment Workload Adjustment	339,500		757,500	126,500		1,223,500
18		569,800	99,600	1,012,100	343,900	-	2,025,400
19	FY 22 Maintenance						-
20	General Funds	15,093,500	5,317,600	16,978,700	12,770,600	39,200	50,199,600
21	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
22	Total FY 22 Maintenance	15,293,500	5,517,600	17,178,700	12,970,600	39,200	50,999,600
23							
24	FY 22 Line Items						
25	CARES Act Funding	1,637,500	2,665,600	12,156,400	3,540,500		20,000,000
26	Nursing Program	200,000		200,000	200,000		600,000
27	Zero Cost Textbooks					1,000,000	1,000,000
28	Total Line Items	1,837,500	2,665,600	12,356,400	3,740,500	1,000,000	21,600,000
29							
30	FY 22 Total Appropriation						
31	General Funds	15,293,500	5,317,600	17,178,700	12,970,600	1,039,200	51,799,600
32	CARES Act Funding	1,637,500	2,665,600	12,156,400	3,540,500	-	20,000,000
33	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
34	FY 22 Total Appropriation	17,131,000	8,183,200	29,535,100	16,711,100	1,039,200	72,599,600
35							
36							
37	GF Change from FY 21 Total	5.3%	1.9%	7.6%	4.4%	0.0%	7.5%
38							
39	GF Appropriation Allocation						
40	Personnel Costs	13,027,400	5,497,600	13,539,600	11,066,500		43,131,100
41	Operating Expenses	3,596,200	2,685,600	15,995,500	5,619,600	39,200	27,936,100
42	Capital Outlay	507,400			25,000		532,400
43	Trustee/Benefit Payments					1,000,000	1,000,000
44	Total General Funds	17,131,000	8,183,200	29,535,100	16,711,100	1,039,200	72,599,600

STATEMENT OF PURPOSE

RS28782 / H0318

This is the FY 2022 original appropriation bill for Community Colleges and appropriates a total of $72,599,600 and includes support for the College of Southern Idaho, North Idaho College, College of Western Idaho, and College of Eastern Idaho. For benefit costs, the bill maintains the current appropriated amount for health insurance at $11,650 per eligible FTP, extends the holiday for the employer's sick leave contribution rate for another year, and restores funding for the employer's unemployment insurance contribution rate. Funding for nondiscretionary adjustments includes an increase of $1,223,500 tied to weighted credit hours at the institutions. The bill also provides funding for the equivalent of a 2% change in employee compensation for permanent state employees. The bill funds three line items, which provide $20,000,000 onetime for COVID relief funding; $600,000 for nursing program support at College of Southern Idaho, North Idaho College, and College of Western Idaho; and $1,000,000 onetime for a zero-cost textbook program.

This bill also includes an FY 2021 supplemental appropriation for Community Colleges. It appropriates a total of $23,321,400 in onetime federal COVID relief funds provided pursuant to the 2021 Consolidated Appropriation Act passed in December 2020.

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

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2021 Original Appropriation	0.00	48,174,200	800,000	0	48,974,200
2. COVID Relief Funding	0.00	0	0	23,321,400	23,321,400
FY 2021 Total Appropriation	0.00	48,174,200	800,000	23,321,400	72,295,600
Executive Holdback	0.00	(2,408,700)	0	0	(2,408,700)
Noncognizable Funds and Transfers	0.00	0	0	5,726,000	5,726,000
FY 2021 Estimated Expenditures	0.00	45,765,500	800,000	29,047,400	75,612,900
Removal of Onetime Expenditures	0.00	0	0	(29,047,400)	(29,047,400)
Restore Rescissions	0.00	2,408,700	0	0	2,408,700
FY 2022 Base	0.00	48,174,200	800,000	0	48,974,200
Benefit Costs	0.00	147,300	0	0	147,300
Change in Employee Compensation	0.00	654,600	0	0	654,600
Nondiscretionary Adjustments	0.00	1,223,500	0	0	1,223,500
FY 2022 Program Maintenance	0.00	50,199,600	800,000	0	50,999,600
1. COVID Relief Funding	0.00	0	0	20,000,000	20,000,000
2. Nursing Program Support	0.00	600,000	0	0	600,000
3. Zero-cost textbook program	0.00	1,000,000	0	0	1,000,000
Budget Law Exemptions and Adjustments	0.00	0	0	0	0
FY 2022 Total	0.00	51,799,600	800,000	20,000,000	72,599,600
Chg from FY 2021 Orig Approp	0.00	3,625,400	0	20,000,000	23,625,400
% Chg from FY 2021 Orig Approp.		7.5%	0.0%		48.2%

Contact:

Janet E Jessup
Budget and Policy Analysis
(208) 334-4730

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

LEGISLATURE OF THE STATE OF IDAHO
Sixty-sixth Legislature First Regular Session - 2021

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 318

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES; APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2022; EXEMPTING THE APPROPRIATION FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS; APPROPRIATING ADDITIONAL MONEYS TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2021; AND DECLARING AN EMERGENCY.

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

SECTION 1. There is hereby appropriated to the State Board of Education for Community Colleges the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2021, through June 30, 2022:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. COLLEGE OF SOUTHERN IDAHO:					
FROM:					
General Fund	$13,027,400	$1,758,700	$507,400		$15,293,500
Community College Fund		200,000			200,000
Federal COVID-19 Relief Fund	0	1,637,500	0		1,637,500
TOTAL	$13,027,400	$3,596,200	$507,400		$17,131,000
II. COLLEGE OF WESTERN IDAHO:					
FROM:					
General Fund	$13,539,600	$3,639,100			$17,178,700
Community College Fund		200,000			200,000
Federal COVID-19 Relief Fund	0	12,156,400			12,156,400
TOTAL	$13,539,600	$15,995,500			$29,535,100

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
III. NORTH IDAHO COLLEGE:					
FROM:					
General Fund	$11,066,500	$1,904,100			$12,970,600
Community College Fund		175,000	$25,000		200,000
Federal COVID-19 Relief Fund	0	3,540,500	0		3,540,500
TOTAL	$11,066,500	$5,619,600	$25,000		$16,711,100
IV. COLLEGE OF EASTERN IDAHO:					
FROM:					
General Fund	$5,297,600	$20,000			$5,317,600
Community College Fund	200,000				200,000
Federal COVID-19 Relief Fund	0	2,665,600			2,665,600
TOTAL	$5,497,600	$2,685,600			$8,183,200
V. CC SYSTEMWIDE:					
FROM:					
General Fund		$39,200		$1,000,000	$1,039,200
GRAND TOTAL	$43,131,100	$27,936,100	$532,400	$1,000,000	$72,599,600

SECTION 2. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. The State Board of Education for Community Colleges is hereby exempted from the provisions of Section 67-3511(1), (2), and (3), Idaho Code, allowing unlimited transfers between object codes and between programs for all moneys appropriated to it for the period July 1, 2021, through June 30, 2022. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 3. In addition to the appropriation made in Section 1, Chapter 166, Laws of 2020, and any other appropriation provided by law, there is hereby appropriated to the State Board of Education for Community Colleges

$23,321,400 from the Federal COVID-19 Relief Fund to be expended for operating expenditures for the period July 1, 2020, through June 30, 2021.

SECTION 4. An emergency existing therefor, which emergency is hereby declared to exist, Section 3 of this act shall be in full force and effect on and after passage and approval.

SUBJECT

Allocation of the Idaho Division of Career Technical Education appropriation

APPLICABLE STATUTE, RULE, OR POLICY

Senate Bill 1154 (2021)

BACKGROUND

The Idaho Legislature appropriates funds for career technical education in Idaho to the Idaho Division of Career Technical Education (IDCTE) in six designated functions: Administration, Secondary and General Programs, Postsecondary Programs, Educator Services, Related Programs and Other Services (continuously appropriated). IDCTE requests approval of the allocation of the FY 2022 appropriated funds detailed in Attachment 1.

DISCUSSION

The allocation is based on the increased level of funding in Senate Bill 1154 and the provisions of the State Plan for IDCTE. The total appropriation reflects an overall increase of 7.4% from the original FY 2021 appropriation. Included in the appropriation is $4,750,000 in Building Idaho's Future funding from the state General Fund; a 2% change in employee compensation; a 0.5% increase in employee benefit costs; a zero-sum move of the Fire Service Training program from Postsecondary to Related Programs; and a zero-sum realignment for the Luma project for appropriation units and program structure.

IMPACT

Establish FY 2022 operating budget.

ATTACHMENTS

Attachment 1 - FY 2022 Allocation of the Idaho Division of Career Technical Education
Attachment 2 - Statement of Purpose/ Fiscal Note (S1154)
Attachment 3 - Appropriation Bills (S1154)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the allocation of the FY 2022 appropriation for IDCTE as detailed in Attachment 1.

BOARD ACTION

I move to approve the request from the Idaho Division of Career Technical Education for the allocation of the FY 2022 appropriation as detailed in Attachment 1.

Moved by _____ Seconded by _____ Yes ____ No ____

Idaho Division of Career Technical Education
By Appropriation Unit, Account Category and Fund

		FY 2022*	FY 2021**	% Inc/(Dcr)	
1	**EDEA - Administration (2.6%)**				
2	By Account Category				
3	50 Personnel Costs	1,782,200	3,097,500	(42.5%)	(1)
4	55 Operating Expenditures	386,300	380,900	1.4%	
5	Total	2,168,500	3,478,400	(37.7%)	
6	By Fund				
7	10000 General Fund	2,148,500	3,140,900	(31.6%)	(1)
8	34800 Federal Grants	20,000	337,500	(94.1%)	(1)
9	Total	2,168,500	3,478,400	(37.7%)	
10					
11	**EDEB - Secondary and General (28.1%)**				
12	By Account Category				
13	50 Personnel Costs	1,574,600	484,300	225.1%	(1)
14	55 Operating Expenditures	1,134,700	667,000	70.1%	(1)
15	70 Trustee and Benefit Payments	20,973,800	20,479,400	2.4%	(4)
16	Total	23,683,100	21,630,700	9.5%	
17	By Fund				
18	10000 General Fund	16,153,500	14,092,600	14.6%	(1)
19	10000 General Fund (One-Time)	0	377,300	(100.0%)	(2)
20	27400 Hazardous Materials	0	67,800	(100.0%)	(1)
21	34500 Federal COVID-19 Relief	210,000	0		(3)
22	34800 Federal Grants	7,294,600	7,078,000	3.1%	
23	34900 Miscellaneous Revenue	25,000	15,000	66.7%	(1)
24	Total	23,683,100	21,630,700	9.5%	
25					
26	**EDEC - Postsecondary (58.5%)**				
27	By Account Category				
28	50 Personnel Costs	43,209,800	40,518,700	6.6%	
29	55 Operating Expenditures	3,534,000	3,518,500	0.4%	
30	60 Capital Outlay		204,300	(100.0%)	
31	70 Trustee and Benefit Payments	2,500,000	0		(4)
32	Total	49,243,800	44,241,500	11.3%	
33	By Fund				
34	10000 General Fund	49,243,800	44,037,200	11.8%	(1)
35	10000 General Fund (One-Time)	0	204,300	(100.0%)	
36	Total	49,243,800	44,241,500	11.3%	
37					
38	**EDED - Educator Services (3.4%)**				
39	By Account Category				
40	50 Personnel Costs	166,500	0		(1)
41	55 Operating Expenditures	509,900	0		(1)
42	70 Trustee and Benefit Payments	2,222,900	1,881,900	18.1%	(1,4)
43	Total	2,899,300	1,881,900	54.1%	
44	By Fund				
45	10000 General Fund	2,624,300	1,711,900	53.3%	(1)
46	21800 Displaced Homemaker	0	170,000	(100.0%)	(1)
47	34900 Miscellaneous Revenue	275,000	0		
48	Total	2,899,300	1,881,900	54.1%	
49					
50	**EDEJ - Related Programs (7.4%)**				

	FY 2022*	FY 2021**	% Inc/(Dcr)	
By Account Category				
50 Personnel Costs	593,100	237,700	149.5%	(1,5)
55 Operating Expenditures	313,100	433,500	(27.8%)	(1,5)
70 Trustee and Benefit Payments	5,294,700	3,719,900	42.3%	(4,5)
Total	6,200,900	4,391,100	41.2%	
By Fund				
10000 General Fund	2,837,400	1,107,700	156.2%	(1)
21800 Displaced Homemaker	170,000			(1)
27400 Hazardous Materials	67,800			(1)
34800 Federal Grants	3,110,700	2,983,400	4.3%	(6)
34900 Miscellaneous Revenue	15,000	300,000	(95.0%)	(1)
Total	6,200,900	4,391,100	41.2%	
EDEK - Other Services (Continuous Appropriation per IC 33-4904)				
By Account Category				
70 Trustee and Benefit Payments	0	0		
Total	0	0		
By Fund				
31901 Motorcycle Safety Training	0	0		
Total	0	0		
All Functions				
By Account Category				
50 Personnel Costs	47,326,200	44,338,200	6.7%	
55 Operating Expenditures	5,878,000	4,999,900	17.6%	
60 Capital Outlay	0	204,300	(100.0%)	
70 Trustee and Benefit Payments	30,991,400	26,081,200	18.8%	
Total	84,195,600	75,623,600	11.3%	(7)
By Fund				
10000 General Fund	73,007,500	64,090,300	13.9%	
10000 General Fund (One-Time)	0	581,600	(100.0%)	
21800 Displaced Homemaker	170,000	170,000	0.0%	
27400 Hazardous Materials	67,800	67,800	0.0%	
34500 Federal COVID-19 Relief	210,000	0		
34800 Federal Grants	10,425,300	10,398,900	0.3%	
34900 Miscellaneous Revenue	315,000	315,000	0.0%	
Total	84,195,600	75,623,600	11.3%	(7)

* Realigned for Luma project implemtation and net of prior ongoing 2% base reduction
2% CEC; .5% variable benefits; no change in health premium

** Net of ongoing 2% base reduction and subsequent one-time 5% budget reduction
2% CEC; .55% variable benefits; no change in health premium

1) FY 2022 Luma project realignment; zero-sum agency-wide
2) Funding for InSpIRE cohort (S1329) and shift to in-house Inspire 2.0 (S1426)
3) FY 2022 HERF funds remaining balance available until Sep. 30, 2021
4) FY 2022 Building Idaho's Future (BIF) funding = $4,750,000 in Trustee and Benefit Payments
5) FY 2022 Moved Fire Service Training program from postsecondary to IDCTE; zero-sum
6) Federal Apprenticeship grant; increases in Adult Education and Perkins grants
7) $8.57M variance significantly from $4.75M BIF in FY 2022 and $3.4M (5% reduction) in FY 2021; 7.4% increase over the FY 2021 original appropriation.

STATEMENT OF PURPOSE

RS28700 / S1154

This is the FY 2022 original appropriation bill for the Division of Career Technical Education and appropriates a total of $84,195,600. For benefit costs, the bill maintains the current appropriated amount for health insurance at $11,650 per eligible FTP, extends the holiday for the employer's sick leave contribution rate for another year, and restores funding for the employer's unemployment insurance contribution rate. The bill also provides funding for the equivalent of a 2% change in employee compensation for permanent state employees. The bill funds eight line items, which provide a net-zero transfer to realign funding in preparation for LUMA; a second net-zero transfer to realign new CEC in preparation of LUMA; $647,800 to create apprenticeship opportunities for postsecondary students at Idaho's technical colleges; a net-zero transfer of the fire safety training program from Dedicated Programs to Postsecondary Programs within the division; $210,000 onetime for COVID relief funding; $1,000,000 onetime to secondary CTE programs for modernization; $2,500,000 onetime to post-secondary CTE programs for modernization; and $1,125,000 onetime to workforce training centers for training services.

This bill also includes a supplemental appropriation for the Division of Career Technical Education. It appropriates a total of $125,000 onetime from the General Fund for workforce training programs.

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

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2021 Original Appropriation	582.26	68,075,700	552,800	9,761,300	78,389,800
5. Building Idaho's Future, CTE	0.00	125,000	0	0	125,000
FY 2021 Total Appropriation	582.26	68,200,700	552,800	9,761,300	78,514,800
Executive Holdback	0.00	(3,403,800)	0	0	(3,403,800)
Noncognizable Funds and Transfers	3.75	0	0	2,415,600	2,415,600
FY 2021 Estimated Expenditures	586.01	64,796,900	552,800	12,176,900	77,526,600
Removal of Onetime Expenditures	(1.00)	(717,300)	0	(2,415,600)	(3,132,900)
Base Adjustments	0.00	0	0	0	0
Restore Rescissions	0.00	3,403,800	0	0	3,403,800
FY 2022 Base	585.01	67,483,400	552,800	9,761,300	77,797,500
Benefit Costs	0.00	154,600	0	3,100	157,700
Statewide Cost Allocation	0.00	400	0	0	400
Change in Employee Compensation	0.00	744,100	0	13,100	757,200
FY 2022 Program Maintenance	585.01	68,382,500	552,800	9,777,500	78,712,800
1. LUMA Realignment	0.00	0	0	0	0
2. LUMA Realignment - CEC	0.00	0	0	0	0
3. Apprenticeship Skills Gap	1.00	0	0	647,800	647,800
4. Reorganization, Fire Safety Training	0.00	0	0	0	0
5. COVID Relief Funding	0.00	0	0	210,000	210,000
6. BIF, Secondary Modernization	0.00	1,000,000	0	0	1,000,000
7. BIF, Postsecondary Modernization	0.00	2,500,000	0	0	2,500,000
8. BIF, Workforce Training Centers	0.00	1,125,000	0	0	1,125,000
FY 2022 Total	586.01	73,007,500	552,800	10,635,300	84,195,600
Chg from FY 2021 Orig Approp	3.75	4,934,200	0	874,000	5,808,200
% Chg from FY 2021 Orig Approp.	0.6%	7.2%	0.0%	9.0%	7.4%

Contact:

Janet E Jessup
Budget and Policy Analysis
(208) 334-4730

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

LEGISLATURE OF THE STATE OF IDAHO
Sixty-sixth Legislature First Regular Session - 2021

IN THE SENATE

SENATE BILL NO. 1154

BY FINANCE COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE DIVISION OF CAREER TECHNICAL EDUCATION; APPROPRIATING MONEYS TO THE DIVISION OF CAREER TECHNICAL EDUCATION FOR FISCAL YEAR 2022; EXEMPTING THE APPROPRIATION FROM OBJECT TRANSFER LIMITATIONS FOR THE POSTSECONDARY PROGRAM; PROVIDING REAPPROPRIATION AUTHORITY; APPROPRIATING ADDITIONAL MONEYS TO THE DIVISION OF CAREER TECHNICAL EDUCATION FOR FISCAL YEAR 2021; AND DECLARING AN EMERGENCY.

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

SECTION 1. There is hereby appropriated to the Division of Career Technical Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2021, through June 30, 2022:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. STATE LEADERSHIP & TECHNICAL ASSISTANCE:				
FROM:				
General Fund	$1,782,200	$366,300		$2,148,500
Federal Grant Fund	0	20,000		20,000
TOTAL	$1,782,200	$386,300		$2,168,500
II. GENERAL PROGRAMS:				
FROM:				
General Fund	$852,900	$584,900	$14,715,700	$16,153,500
Miscellaneous Revenue Fund		10,000	15,000	25,000
Federal COVID-19 Relief Fund		210,000		210,000
Federal Grant Fund	721,700	329,800	6,243,100	7,294,600
TOTAL	$1,574,600	$1,134,700	$20,973,800	$23,683,100

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
III. POSTSECONDARY PROGRAMS:				
FROM:				
General Fund	$43,209,800	$3,534,000	$2,500,000	$49,243,800
IV. DEDICATED PROGRAMS:				
FROM:				
General Fund	$166,500	$234,900	$2,222,900	$2,624,300
Miscellaneous Revenue Fund	0	275,000	0	275,000
TOTAL	$166,500	$509,900	$2,222,900	$2,899,300
V. RELATED SERVICES:				
FROM:				
General Fund	$445,000	$175,300	$2,217,100	$2,837,400
Displaced Homemaker Fund			170,000	170,000
Hazardous Materials/Waste Enforcement Fund			67,800	67,800
Miscellaneous Revenue Fund		15,000		15,000
Federal Grant Fund	148,100	122,800	2,839,800	3,110,700
TOTAL	$593,100	$313,100	$5,294,700	$6,200,900
GRAND TOTAL	$47,326,200	$5,878,000	$30,991,400	$84,195,600

SECTION 2. EXEMPTIONS FROM OBJECT TRANSFER LIMITATIONS. Postsecondary Programs within the Division of Career Technical Education is hereby exempted from the provisions of Section 67-3511(1) and (3), Idaho Code, allowing unlimited transfers between object codes for all moneys appropriated to it for the period July 1, 2021, through June 30, 2022. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 3. REAPPROPRIATION AUTHORITY. There is hereby reappropriated to the Division of Career Technical Education any unexpended and unencumbered balances appropriated to the Division of Career Technical Education from the Federal Grant Fund for fiscal year 2021 to be used for nonrecurring expenditures for the period July 1, 2021, through June 30, 2022. The Office of the State Controller shall confirm the reappropriation amount, by fund, expense class, and program, with the Legislative Services Office prior to processing the reappropriation authorized herein.

SECTION 4. In addition to the appropriation made in Section 1, Chapter 187, Laws of 2020, and any other appropriation provided by law, there is hereby appropriated to the Division of Career Technical Education for Dedicated Programs $125,000 from the General Fund to be expended for trustee and benefit payments for the period July 1, 2020, through June 30, 2021.

SECTION 5. An emergency existing therefor, which emergency is hereby declared to exist, Section 4 of this act shall be in full force and effect on and after passage and approval.

TAB	DESCRIPTION	ACTION
11	**PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENTS**	Action Item
12	**PPGA – DATA MANAGEMENT COUNCIL APPOINTMENTS**	Action Item
13	**SDE – EMERGENCY PROVISIONAL CERTIFICATES**	Action Item
14	**SDE – NORTHWEST NAZARENE UNIVERSITY – EDUCATOR PREPARATION PROGRAM – MASTER OF SOCIAL WORK**	Action Item

BOARD ACTION

I move to approve the consent agenda.

SUBJECT

FY 2022 Idaho Opportunity Scholarship Educational Costs

REFERENCE

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

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

The legislature appropriated approximately $27.7M in the FY 2021 budget for Scholarships and Grants managed by the Office of the State Board of Education. This amount was reduced for the Governor's Holdback to $27.0M. This amount is made up of approximately $21.1M from the General Fund, $1M from Miscellaneous Revenue, $4.5M in federal funds, and $400,000 from the Opportunity Scholarship Program Fund. The FY 2021 appropriation increased the available funds for the Idaho Opportunity Scholarship by $7M before the holdback. In addition to the Idaho Opportunity Scholarship, the Scholarships and Grants appropriation covers the Work Study Program, Armed Forces and Public Safety Officer Scholarship, GEARUP Idaho Scholarship, and the Postsecondary Credit Scholarship. The GEARUP Idaho Scholarship is part of a state and federal cooperative program.

The Idaho Opportunity Scholarship is a hybrid scholarship combining academic merit with financial need and is based on a shared model of responsibility between the state and the student. Students must meet the minimum academic merit requirement set in Administrative Code to be eligible. Eligible students are then

ranked based on a combination of need and merit. Need is based on the students' expected family contribution calculated on the Free Application for Federal Student Aid (FAFSA) at the time of application and makes up 70% of the weighting used for ranking students. The remaining 30% is based on the students' cumulative grade point average. Beginning in FY 2019, the Board was authorized to award up to 20% of the amount appropriated for the Idaho Opportunity Scholarship for adult students who have earned at least 24 credits toward a certificate or degree and who return to complete a certificate or degree. Pursuant to Idaho Code §33-4303, the purpose of the Idaho Opportunity Scholarship is to:

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

Idaho Administrative Code, IDAPA 08.01.13.03, Rules Governing the Opportunity Scholarship Program, requires the Board to annually set: (1) the educational costs for attending an eligible Idaho postsecondary institution; and (2) the amount of the assigned student responsibility as part of the shared model of responsibility.

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

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

Regardless of whether the student attended a 2-year or a 4-year institution, in FY 2021 the majority of students received awards at or near the maximum award amount. The following table shows the total funds distributed for the Opportunity Scholarship by academic year attended, the number of students awarded, and the average amount of the award for that year.

School Year	Amount	Number of Awards	Average Award Amount
2014-2015	$4,916,579	1,465	$3,440
2015-2016	$5,146,248	1,868	$2,881
2016-2017	$9,868,532	3,454	$2,857
2017-2018	$11,418,815	3,724	$3,066
2018-2019	$14,197,231	4,318	$3,288
2019-2020	$20,809,523	6,206	$3,352
2020-2021	$20,533,644	6,248	$3,270

Of the awards made for the 2020-21 school year, 113 awardees earned the scholarship under the provisions established for Adult Learners.

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

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

	Student A	Student B	Student C
Educational Cost for Institution	$21,898	$21,898	$21,898
Student Contribution	$3,000	$3,000	$3,000
Other scholarships and financial aid	$10,000	$15,000	$5,000
Total Remaining	$8,898	$3,898	$13,898
Maximum Eligible Award Amount	$3,500	$3,300	$3,500

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

IMPACT

Setting the educational cost and student contribution amounts fulfills the Board's responsibilities under administrative rule. Combined with setting the maximum award amount, this action will enable Board staff to begin processing applications and finalizing award determinations for FY 2022.

ATTACHMENTS

Attachment 1 – Educational Costs at Institutions

STAFF COMMENTS AND RECOMMENDATIONS

As of April 9, 2021 the Legislature had approved the FY 2022 Special Programs Budget and the appropriation was awaiting the Governor's signature. This budget includes the appropriation for statewide scholarships and grants. Senate Bill 1187 (2021) would appropriate $22.16M from general funds, $1M from miscellaneous revenue, and $4.5M in federal funds for scholarship awards made for the 2021-2022 school year. As of agenda publication, the appropriation bill has passed the Idaho Senate and the Idaho House of Representatives.

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

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

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

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

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

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

Scholarships are awarded based on the student ranking until the appropriated amount is expended. Up to 20% of the scholarship may be set aside for adult

learners with some credits and no degree, however, due to the low number of adult learner applicants a much smaller amount is set aside each year.

Based on the educational costs for each eligible institution, staff recommends the FY 2022 educational cost for the Idaho Opportunity Scholarship award formula to be set for each public institution as follows:

1. $21,898 for students attending University of Idaho (.4% increase over FY 2021)
2. $25,522 for students attending Boise State University (5.0% increase over FY 2021)
3. $23,092 for students attending Idaho State University (.3% decrease over FY 2021)
4. $19,222 for students attending Lewis-Clark State College (.6% increase over FY 2021)
5. $14,824 for students attending College of Eastern Idaho (0.0% increase over FY 2021)
6. $14,650 for students attending College of Southern Idaho (2.5% increase over FY 2021)
7. $16,773 for students attending College of Western Idaho (2.8% increase over FY 2021)
8. $14,992 for students attending North Idaho College (0.0% increase over FY 2021)

Pursuant to IDAPA 08.01.13, the FY 2022 educational cost for the Idaho Opportunity Scholarship award formula for students attending eligible Idaho private, not-for-profit postsecondary institutions must be the average of the amount set for the four public 4-year institutions. For FY2022, this amount would be $22,434.

Staff recommends:

- The FY 2022 student contribution remain $3,000, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution
- The maximum award amount remain $3,500 for FY 2022.

BOARD ACTION

I move to approve the FY 2022 educational cost for the Idaho Opportunity Scholarship award be set not to exceed the amounts set forth in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve the Opportunity Scholarship maximum award amount for FY 2022 to be set at $3,500.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve the FY 2022 student contribution be set at $3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENT 1

University of Idaho	$21,898
Boise State University	$25,522
Idaho State University	$23,092
Lewis-Clark State College	$19,222
College of Eastern Idaho	$14,824
College of Southern Idaho	$14,650
College of Western Idaho	$16,773
North Idaho College	$14,992

IDAHO STATE UNIVERSITY

SUBJECT

Multi-year contract for Seton Sobolewski, Head Women's Basketball Coach

REFERENCE

June 2011	The Idaho State Board of Education (Board) approved a four year employment agreement with Head Women's Basketball Coach Seton Sobolewski
June 2014	The Board approved a two year, eleven month employment agreement with Head Women's Basketball Coach Seton Sobolewski
August 2018	The Idaho State Board of Education (Board) approved a five year employment agreement with Head Women's Basketball Coach Seton Sobolewski

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In June 2018, the Board approved a five (5) year employment contract with Seton Sobolewski as the Head Women's Basketball Coach terminating May 23, 2023. Coach Sobolewski has continued to lead ISU Women's Basketball to perform at an extremely high level academically, and athletically. Twice in the last 3 years the Women's Basketball Team has had a perfect APR of 1,000, and most recently a 991. The team GPA is a 3.71 with students performing in exemplary fashion across rigorous programs. This season Coach Seton Sobolewski was honored as Big Sky Conference Co-Coach of the Year, led the team to the Big Sky Conference Regular Season Championship, and won the Big Sky Conference Tournament Championship, earning a bid to the NCAA Tournament. Idaho State University (ISU) requests approval to enter into a new five (5) year contract with Coach Sobolewski as Head Women's Basketball Coach as an effort to continue to retain a high performing coach who is central to the positive culture of ISU Athletics, and who repeatedly performs among the top 3 teams in the Big Sky Conference, by extending term of years and granting a small salary increase.

IMPACT

The new contract will be for five (5) years, extending from 5/23/2021 to 5/22/2026. The previous salary of $119,496 is increased to $130,000.00 with incentives as follows:

- 1/26 of annual salary for BSC Regular Season Championship

- 1/26 of annual salary for NCAA Tournament Berth

- $4,000 for earning a Single Year APR of 985-999 or $8,000 for earning a Single Year APR of 1,000

- $3,500 for achieving 18-19 NCAA DI Wins or $5,000 for achieving 20 NCAA DI Wins

- NCAA Tournament Round Wins, 1st = $3,000; 2nd = $6,000; 3rd = $9,000; 4th = $12,000; 5th = $15,000; 6th = $18,000

- $1,500 for each win in a WNIT appearance

- $10,000 for participating in media, fundraising, and public appearances

*All bonuses are contingent upon the ISU Women's Basketball team maintaining a multi-year APR Score of 950 or above

ATTACHMENTS

Attachment 1 – Proposed Clean Contract
Attachment 2 – Redline from Model
Attachment 3 – Redline from Current Contract
Attachment 4 – APR Summary
Attachment 5 – Salary and Incentive Sheet
Attachment 6 – Liquidated Damages Sheet
Attachment 7 – Max Compensation Calculation

STAFF COMMENTS AND RECOMMENDATIONS

The base pay in the employment agreement reflects Coach Sobolewski's current base salary and includes athletic incentive amounts of winning the conference championship as proposed in Attachment 7. The contract also calls for $20,000 in liquidated damages if Coach terminates the contract at any time for convenience. The proposed employment agreement is in substantial conformance with the Board's model contract and consistent with other coaches' contracts in the Big Sky Conference. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a five (5) year employment agreement with Seton Sobolewski, Head Women's Basketball Coach, commencing on July 1, 2021 and terminating on May 22, 2026, at a base salary of $130,000 and supplemental compensation provisions, as submitted.

Moved by_____ Seconded by_____ Carried Yes _____ No _____

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

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Idaho State University (University), and Seton Sobolewski (Coach).

ARTICLE 1

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

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

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.8 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on July 1, 2021 and terminating, without further notice to Coach, on May 22, 2026 unless sooner terminated in accordance with other provisions of this Agreement.

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

ARTICLE 3

3.1 Regular Compensation.

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

a) An annual salary of $130,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and Chief Executive Officer and approved by the Board;

b) Each year on July 1st for the term of the contract, if Coach continues to be employed by the University, the annual salary shall increase by the amount of $6,000.

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

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

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

3.2 Supplemental Compensation

3.2.1. Each year the Team is the regular-season conference champion or co-champion, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to 1/26th of Coach's Annual Salary

during the fiscal year in which the championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team either wins the Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to 1/26th of Coach's Annual Salary during the fiscal year in which the post-season participation is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to $8,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere, and the Team's single-year APR national ranking based on attainment of the following levels:

Single Year APR	Incentive Pay
985-999	$4,000.00
1000	$8,000.00

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 Record Bonus. The University must pay to Coach supplemental compensation in the amount of $3,500 for winning eighteen or nineteen (18 or 19) regular season Division I Women's Basketball games, and $5,000 for winning twenty (20) or more regular season Division I Women's Basketball games. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

3.2.5 Each year the Team advances in the NCAA Women's Basketball Tournament, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	64 Teams	1st win	$3,000.00
Round 2	32 Teams	2nd win	$6,000.00
Round 3	16 Teams	3rd win	$9,000.00
Round 4	8 Teams	4th win	$12,000.00
Round 5	4 Teams	5th win	$15,000.00
Round 6	2 Teams	6th win	$18,000.00

Possible national championship winner computation bonus total: $63,000.00

3.2.6 Each year the Team advances in the WNIT Women's Basketball Post-Season Tournament, and if Coach continues to be employed as the University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	32 Teams	1st win	$1,500.00
Round 2	16 Teams	2nd win	$1,500.00
Round 3	8 Teams	3rd win	$1,500.00
Round 4	4 Teams	4th win	$1,500.00
Round 5	2 Teams	5th win	$1,500.00

Possible bonus computation total for winning WNIT Women's Basketball Post-Season Tournament: $7,500.00

3.2.7 Coach shall receive the sum of $10,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs, fundraising and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 **(SUMMER CAMP—OPERATED BY UNIVERSITY)** Coach agrees that the University has the exclusive right to operate youth women's basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's women's basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer women's basketball camps, the University shall pay Coach any net revenues resulting from the camp per year as supplemental compensation during each year of employment as head

Women's Basketball coach at the University. This amount shall be paid within thirty (30) days after all camp bills have been paid.

3.2.9 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 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 Adidas product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Adidas, or give a lecture at an event sponsored in whole or in part by Adidas, 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 Women's Basketball coach. In order to avoid entering into an agreement with a competitor of Adidas, 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 Adidas, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

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

ARTICLE 4

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

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

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

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

4.1.4. Know, recognize, and comply with all applicable laws, 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 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's 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 Women's Basketball 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.

e) The routine requesting of rules interpretations.

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

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

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

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

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties

prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

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

4.8 Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the 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.

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

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

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

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

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

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

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

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

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

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

j) The failure of Coach to disclose 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 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: twenty thousand dollars ($20,000.00). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated

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

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

5.4 Termination due to Disability or Death of Coach.

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

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

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

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

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

or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University 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 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 courtesy car program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

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

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

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

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

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

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

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

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

the University:	Director of Athletics 921 So. 8th Ave. Stop 8173 Pocatello, ID 83209
with a copy to:	Kevin Satterlee, President 921 So. 8th Ave. Stop 8310 Pocatello, ID 83209
Coach:	Seton Sobolewski Last known address on file with University's Human Resource Services

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

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

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

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

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

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

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

University	**Coach**
Signature:_____	Signature:_____
Printed Name: Kevin Satterlee Chief Executive Officer	Printed Name: Seton Sobolewski
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.]

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

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between ~~_____~~(Idaho State University (University)~~ (College)~~, and ~~_____~~Seton Sobolewski (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the head coach of its intercollegiate ~~(Sport)~~Women's Basketball team (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 Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University~~ (College)~~'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 athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University~~ (College)~~ shall have the right, at any time, to reassign Coach to duties at the University~~ (College)~~ other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.8 ~~(depending on supplemental pay provisions used)~~ shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5~~__~~) years, commencing on ~~_____~~ ~~May 23~~July 1, 2021 and terminating, without further notice to Coach, on ~~_____~~May 22, 2026 unless sooner terminated in accordance with other provisions of this Agreement.

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

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

ARTICLE 3

3.1 Regular Compensation.

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

a) ~~a)~~ An annual salary of $~~_____~~ $130,000.00 per year, payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Director and Chief Executive Officer and approved by the Board;

b) Each year on July 1st for the term of the contract, if Coach continues to be employed by the University, the annual salary shall increase by the amount of $6,000.

c~~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 in accordance with Board Policy II.H.6.b.ii, University ~~(College)~~ and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and

d~~c~~) The opportunity to receive such employee benefits as the University ~~(College)~~'s Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

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

3.2 Supplemental Compensation

3.2.1. Each year the Team is the regular-season 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)~~Women's Basketball coach as of the ensuing July 1st, the University ~~(College)~~ shall pay to Coach supplemental compensation in an amount equal to ~~(amount or computation)~~ 1/26th of Coach's Annual Salary during the fiscal year in which the championship ~~and (bowl or other post-season) eligibility are~~ is achieved. The University ~~(College)~~ shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team ~~is ranked in the top 25 in the (national rankings of sport's division)~~either wins the Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth, and if Coach continues to be employed as University ~~(College)~~'s head ~~(Sport)~~Women's Basketball coach as of the ensuing July 1st, the University ~~(College)~~ shall pay Coach supplemental compensation in an amount equal to ~~(amount or computation)~~1/26th of Coach's Annual Salary ~~in effect on the date of the final poll~~during the fiscal year in which the post-season participation is achieved. 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)~~$8,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere, and the Team's single-year APR national ranking based on attainment of the following levels:~~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.~~

Single Year APR	Incentive Pay
985-999	$4,000.00
1000	$8,000.00

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 Record Bonus. The University must pay to Coach supplemental compensation in the amount of $3,500 for winning eighteen or nineteen (18 or 19) regular season Division I Women's Basketball games, and $5,000 for winning twenty (20) or more regular season Division I Women's Basketball games. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better. ~~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 Each year the Team advances in the NCAA Women's Basketball Tournament, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	64 Teams	1st win	$3,000.00
Round 2	32 Teams	2nd win	$6,000.00
Round 3	16 Teams	3rd win	$9,000.00
Round 4	8 Teams	4th win	$12,000.00
Round 5	4 Teams	5th win	$15,000.00
Round 6	2 Teams	6th win	$18,000.00

Possible national championship winner computation bonus total: $63,000.00

3.2.6 Each year the Team advances in the WNIT Women's Basketball Post-Season Tournament, and if Coach continues to be employed as the University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	32 Teams	1st win	$1,500.00
Round 2	16 Teams	2nd win	$1,500.00
Round 3	8 Teams	3rd win	$1,500.00

Round 4	4 Teams	4th win	$1,500.00
Round 5	2 Teams	5th win	$1,500.00

Possible bonus computation total for winning WNIT Women's Basketball Post-Season Tournament: $7,500.00

3.2.7 Coach shall receive the sum of ~~(amount or computation)~~$10,000 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, fundraising and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. ~~This sum shall be paid (terms or conditions of payment)~~The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 **(SUMMER CAMP—OPERATED BY UNIVERSITY ~~(COLLEGE)~~)** Coach agrees that the University ~~(College)~~ has the exclusive right to operate youth ~~(Sport)~~women'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)~~'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)~~women's basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University ~~(College)~~'s summer ~~(Sport)~~women's basketball camps, the University ~~(College)~~ shall pay Coach ~~(amount)~~any net revenues resulting from the camp per year as supplemental compensation during each year of employment as head ~~(Sport)~~Women's Basketball coach at the University ~~(College)~~. This amount shall be paid within thirty (30) days after all camp bills 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:~~

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

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

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

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

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

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

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

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

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

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

In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by Coach after the effective date of such termination, suspension,

~~or reassignment, and the University (College) shall be released from all obligations relating thereto.~~

3.2.~~9~~7 Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, 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)~~Adidas to supply the University ~~(College)~~ with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University ~~(College)~~'s reasonable request, Coach will consult with appropriate parties concerning an Adidas ~~(Company Name)~~ product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by ~~(Company Name), Adidas,~~ or give a lecture at an event sponsored in whole or in part by ~~(Company Name)~~Adidas, or make other educationally related appearances as may be reasonably requested by the University ~~(College)~~. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head ~~(Sport)~~Women's Basketball coach. In order to avoid entering into an agreement with a competitor of Adidas ~~(Company Name)~~, 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)~~Adidas, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University ~~(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;

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 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 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 ~~(Faculty Staff)~~ Handbook; (c) University ~~(College)~~'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)~~Women's Basketball conference of which the University ~~(College)~~ 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.

e) The routine requesting of rules interpretations.

~~4.1.4.~~

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

4.3 NCAA (or NAIA) Rules. In accordance with NCAA ~~(or NAIA)~~ rules, Coach shall obtain prior written approval from the University ~~(College)~~'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 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 Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team

competitions, but the final decision shall be made by the Director or the Director's designee.

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

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

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

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

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

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

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

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 ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, 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 obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

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

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

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

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

amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University ~~(College)~~ health insurance plan and group life insurance as if Coach remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform 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.

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

5.3 Termination by Coach for Convenience.

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

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

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University ~~(College)~~, as liquidated damages and not a penalty, the following sum: ~~_____~~ twenty thousand dollars ($20,000.00). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

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

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

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University ~~(College)~~'s 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 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 student-athletes or otherwise obstruct the University ~~(College)~~'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 Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University ~~(College)~~'s rules regarding financial exigency.

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

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

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

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

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

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

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

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

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

the University ~~(College)~~: Director of Athletics
921 So. 8th Ave. Stop 8173
Pocatello, ID 83209

with a copy to: ~~Chief Executive Officer~~Kevin Satterlee, President
921 So. 8th Ave. Stop 8310
Pocatello, ID 83209

Coach: Seton Sobolewski
Last known address on file with
University ~~(College)~~'s Human Resource Services

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

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

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

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

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

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

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

University ~~(College)~~	**Coach**
Signature:_____	Signature:_____
Printed Name: Kevin Satterlee	Printed Name: Seton Sobolewski
Chief Executive Officer	
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.]

(MODEL ATHLETICS MULTI-YEAR CONTRACT)
(template adopted by Idaho State Board of Education, December, 2018)
EMPLOYMENT AGREEMENT

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

ARTICLE 1

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

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

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.~~8~~10 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on ~~the date of approval~~May ~~23~~July 1, 2021 and terminating, without further notice to Coach, on May ~~23, 2023~~ 22, 2026, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the Board of Education. 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 ~~$110,011.20~~$130,000 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 Chief ~~e~~Executive ~~o~~Officer and approved by the ~~University's~~ Board ~~of~~ Trustees;

~~a)~~b) Each year on July 1st for the term of the contract, if Coach continues to be employed by the University, the annual salary shall increase by the amount of $6,000.00.

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

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

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

3.2 Supplemental Compensation

3.2.1. Each year the Team is the regular-season conference champion or co-champion, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to 1/26th of Coach's Annual Salary

during the fiscal year in which the championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3\2.2 Each year the Team either wins the Big Sky Conference tournament or obtains an NCAA Women's Basketball Tournament berth, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing July 1, the University shall pay Coach supplemental compensation in an amount equal to 1/26th of Coach's Annual Salary during the fiscal year in which the post- season participation achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to $8,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of payment(s) shall be at the discretion of the Chief Eexecutive oOfficer in consultation with the Director. and approved by theUniversity Board of Trustees. The determination shall be based on the following factors: the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere and the Team's foursingle-year APR national ranking based on attainment of the following levels:

Single Year APR	Incentive Pay
985-999	$4,000.00
1000	$8,000.00

Team APR Ranking	Incentive Pay
50-59%	$ 2,000.00
60-69%	$ 4,000.00
70-79%	$ 6,000.00
80% or above	$ 8,000.00

Any such supplement 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 of Trustees as a document available to the public under the Idaho Public Records Act.

3.2.4 Record Bonus. The University must pay to Coach supplemental compensation in the amount of $3,500 for winning eighteen or nineteen (18 or 19) regular season Division I Women's Basketball games, and $5,000 for winning twenty (20) or more regular season Division I Women's Basketball games. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

3.2.5 Women's Basketball "Money" games. The University must pay to Coach [illegible] cumulatively an additional three (3) percent of the contractual payments

~~amount for any Women's Basketball "money" game that the Team plays or five (5) percent of the contractual payment amount for any Women's Basketball "money" game that Team wins.~~

~~3.2.6~~3.2.5 Each year the Team advances in the NCAA Women's Basketball Tournament, and if Coach continues to be employed as University's head Women's Basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

Round 1	64 Teams	1st win	$3,000.00
Round 2	32 Teams	2nd win	$6,000.00
Round 3	16 Teams	3rd win	$9,000.00
Round 4	8 Teams	4th win	$12,000.00
Round 5	4 Teams	5th win	$15,000.00
Round 6	2 Teams	6th win	$18,000.00

Possible national championship winner computation bonus total: $63,000.00

~~3.2.7~~3.2.6 Each year the Team advances in the WNIT Women's Basketball Post-Season Tournament, and if Coach continues to be employed as the University's head Women's Basketball coach as of the ensuing July 1st the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation. Such bonus is contingent upon the Team maintaining a multi-year APR ranking of 950 or better.

Round 1	32 Teams	1st win	$~~1,000.00~~1,500.00
Round 2	16 Teams	2nd Win	$~~2,000.00~~1,500.00
Round 3	8 Teams	3rd win	$~~3,000.00~~1,500.00
Round 4	4 Teams	4th win	$~~4,000.00~~1,500.00
Round 5	2 Teams	5th win	$~~5,000.00~~1,500.00

Possible bonus computation total for winning WNIT Women's Basketball Post-Season Tournament: $~~15,000.00~~7,500.00

~~3.2.8~~3.2.7 The Coach shall receive the sum of $10,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation. ~~Agreements requiring the Coach to participate in Programs related to his 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 the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither 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.~~

~~3.2.9~~3.2.8 **(SUMMER CAMP-OPERATED BY UNIVERSITY)** Coach agrees that the University has the exclusive right to operate youth Women's Basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's women's basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer women's basketball camps, the University shall pay Coach any net revenues resulting from the camp per year as supplemental compensation during each year of his employment as head Women's Basketball coach at the University, or, at Coach's option, to be exercised no later than May 1 of each year, direct those net revenues as an enhancement to the Women's Basketball program budget at the University. This amount shall be paid within thirty (30) days after all camp bills have been paid.

~~**(SUMMER CAMP-OPERATED BY COACH)** Coach may operate a summer youth Women's Basketball camp at the University under the following conditions:~~

~~a) The summer youth camp operation reflects positively on the University 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 personnel, equipment, or facilities without the prior written approval of the Director;~~

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

~~d) The Coach complies with all NCAA, Conference, and University 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 and Chartwells for all campus goods and services required by the camp.~~

~~f) The Coach or private enterprise pays for use of University facilities including Reed Gymnasium.~~

~~g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary~~

~~"Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as 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 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 while engaged in camp activities. The Coach and all other University 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 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 shall be released from all obligations relating thereto.~~

3.2.~~9~~1 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 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 Adidas product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part Adidas, or give a lecture at an event sponsored in whole or in part by Adidas, 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 Women's Basketball coach. In order to avoid entering into an agreement with a competitor of Adidas, 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 Adidas, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

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

ARTICLE4

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 the policies, rules and regulations of the University, the ~~University 's governing b~~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 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 names or titles of employees whom Coach supervises are attached as Exhibit ~~C~~B. The applicable laws, policies, rules, and regulations include: (a) ~~State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual~~Board policies; (b) University's 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 Women's Basketball 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.

e) The routine requesting of rules interpretations.

~~4.1.4.~~

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

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's Chief ~~e~~Executive ~~o~~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 ~~e~~Executive ~~o~~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 NCAA rules, and regulations of the University, the University 's governing board,

the conference, or the NCAA.

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

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 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.

4.74.8

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

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 ~~University's governing b~~Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

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

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

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

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the ~~University 's governing b~~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 ~~University's governing b~~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 ~~University 's governing b~~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. ~~i)~~

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 ~~his~~ 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 the Coach was employed.

5.2 Termination of Coach for Convenience of University.

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

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in section 3.1.1(a), 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. ~~, provided however, i~~In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he 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 agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment.~~ Coach further agrees to repay to University all compensation ~~paid to him by~~received from the University after the date other employment is obtained.~~he obtains other employment, to which he is not entitled under this provision.~~

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 the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his 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 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 ~~The~~ Coach~~, for his own convenience,~~ 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 the 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 the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, the following sum: twenty thousand dollars ($20,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate 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, he shall forfeit to the extent permitted by law his 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 the 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 the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the 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 the 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 the 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 provide for in the State Board of Education Governing Policies and Procedures, IDAPA 08.01.01 et seq., and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval ~~(if required: multiyear employment agreements which require Board approval are defined in Section 11.H. of Board Policy).~~ This Agreement shall not be effective until and unless approved of the ~~University's~~ Board ~~of Trustees~~ and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this ~~a~~Agreement shall be subject to the approval of the ~~University's~~ Board ~~of Trustees~~, the Chief ~~e~~Executive ~~o~~Officer, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board ~~of Trustees~~ policies and University's rules regarding financial exigency.

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

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

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

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

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in 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. ~~The Coach hereby consents and agrees that this~~ 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.~~after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.~~

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

the University:	~~Jeff Tingey,~~ Director of Athletics 921 So. at Ave. Stop 8173 Pocatello, Idaho 83209
with a copy to:	Kevin Satterlee, President 921 So. 8th Ave. Stop 8310 Pocatello, Idaho 83209
the Coach:	Seton Sobolewski Last known address on file with University's Human Resource Services

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

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

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

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

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

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by ~~University's~~ the Board ~~of Trustees~~, if required under Section I1.H ~~. of Board Policy~~.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he 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

8-27-18

Chief executive officer Date

COACH

Date

*Approved by the Board of Trustees on the day of , 2018.

[*Note: Multiyear employment agreements which require Board approval are defined in Section I1.H. of Board Policy]

IDAHO STATE UNIVERSITY

Women's Basketball APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2016-17	2017-18	2018-19	2019-20
Women's Basketball	981	1000	1000	982
National % Rank by Sport	***60-70***	***60-70***	***80-90***	*****

REPORT YEAR
Raw Score for single year
Percentile Rank for Sport

MULTI-YEAR APR (4-Year Rolling Average)

Women's Basketball	991	991	995	991

*** Percentile not available as 19.20 APR scores have not been made public yet**

Big Sky Conference Women's Basketball Head Coach Salary and Incentives Chart
Supporting Information for ISU Head Women's Basketball Coach (Seton Sobolewski) Contract

COACH	INSTITUTION	BASE SALARY	INCENTIVES
Bunky Harkleroad	Sacramento State	$ 130,008.00	$2,500 for BSC HC of the Year or Co-Head Coach of the Year $2,500 for BSC Regular Season Championship $5,000 for BSC Tournament Championship $5,000 for undefeated BSC season $5,000 for and At Large selection to the NCAA Tournament $5,000 for each win in the first 2 rounds of the NCAA Tournament $7,500 for reaching the round of 16 in the NCAA Tournament $10,000 for each win after reaching the round of 16 in the NCAA Tournament $2,000 for an invitation to the WNIT $2,000 for each win in the WNIT $2,500 for posting a four year rolling APR above 965 $2,500 for a cumulative team GPA of 3.2 or higher
Valaida Harris	Weber State	$ 115,000.00	$2,500 for BSC Regular Season Championship $2,500 for BSC Tournament Championship $1,000 for single year APR of 950 or greater $750 for BSC Coach of the Year $3,000 for each win in Rounds 1, 2, 3, of NCAA Tournament to be shared by the coaching staff at the discretion of the Head Coach $6,000 for each win AFTER round 3 of the NCAA Tournament to be shared by the coaching staff at the discretion of the Head Coach $1,500 for each win in Rounds 1, 2, 3, of the WNIT to be shared by the coaching staff at the discretion of the Head Coach
Trcia Binford	Montana State	$ 182,500.00	$5,000 retention incentive each year Coach remains employed as of July 1st $2,500 for each semester the team achieves a GPA of 3.45 or higher $5,000 for each year the team achieves a GPA of 3.45 or higher $10,000 for each year the team earns an APR of 985 $5,000 for each year the department earns an APR of 985 $5,000 for each year the team is placed in the top 10 of the annual team GPA recognition by the WBCA $5,000 for exceeding 300 in season tickets sold in year 1 $5,000 for exceeding 350 in season tickets sold in year 2 $5,000 for exceeding 400 in season tickets sold in year 3 $17,500 for each year Coach promotes and participates in fundraising activities, social activities, Booster functions, public speaking engagements, and ticket sales campaigns $7,500 for BSC Coach of the Year or Co-Coach of the Year $7,000 for recognition as a regional and/or national Coach of the Year $5,000 for selection to the NCAA Tournament $2,500 for selection to the WNIT $5,000 for advancing to the 2nd Round of the NCAA Tournament $5,000 for advancing to the Round of 16 of the NCAA Tournament $5,000 for advancing to the Elite 8 of the NCAA Tournament $10,000 for advancing to the Final Four of the NCAA Tournament $25,000 for winning the NCAA Tournament $5,000 for achieving 20-23 wins including regular and post season $5,000 for achieving 24-28 wins including regular and post season $7,500 for achieving 29 wins including regular and post season
			$2,500 for 20 wins vs. Division I opponents $5,000 for advancing to the NCAA Tournament

Lynn Kennedy	Portland State	$ 146,504.00	$5,000 for each NCAA Tournament win $2,500 for advancing to the WNIT $2,500 for each WNIT win $5,000 for earning a single year APR of 940 or higher $5,000 for earning a BSC regular season Championship, including a tie $5,000 for earning BSC Coach of the Year
Loree Payne	Norther Arizona	$ 145,000.00	$3,000 for earning APR of 975; $5,000 for earning APR of 987; $7,000 for earning APR of 1,000 $3,000 for earning a team GPA of 3.3; $5,000 for earning a team GPA of 3.4; $7,000 for earning a team GPA of 3.5 $7,000 for BSC Regular Season Championship, including ties $7,000 for BSC Tournament Championship $7,000 for NCAA Tournament Appearance (Not AQ) $3,000 for each NCAA Tournament win $40,000 for NCAA National Championship $3,000 for WNIT appearance $7,000 for WNIT Championship $4,000 for BSC Coach of the Year $13,000 for National Coach of the Year
Jon Newlee	Idaho	$ 139,713.00	One Thirteenth of annual salary for becoming eligible for the NCAA Tournament One Thirteenth of annual salary for a top 25 ranking in any published national final poll $2,000 for BSC Coach of the Year $1,500 for earning APR of 960 or higher $18,000 for for participataion in media programs and public appearances $5,000 for advancing to the Round of 16 of the NCAA Tournament $3,500 for appearance in the WNIT $1,000 for participation in the WBI Coach is entitled to a bonus equal to a Net Game Guarantee
Jenny Huth	Northern Colorado	$ 132,967.00	$5,000 for an increase of five (5) percent in home paid attendance revenue in current season over immediately preceding season $10,000 for women's basketball student-athlete annual academic performance at or above 940 of the NCAA Academic Performance Rate $5,000 for team grade point average (GPA) after Fall and Spring semester at or above 3.00 $5,000 for women's basketball finishing in the top three (3) in Big Sky Conference regular season and/or achieving 20 wins $5,000 for one or more women's basketball student-athletes' receipt of Big Sky Conference regular or post-season award; including honorable mention $5,000 for winning or sharing the Big Sky Conference Women's Basketball regular season title or winning the Big Sky Conference Women's Basketball Tournament
Wendy Schuller	Eastern Washington	$ 110,000.00	$2,500 annual retention increase $2,000 for BSC Regular Season Championship $1,000 for each win in the BSC Tournament $2,000 for BSC Tournament Championship $5,000 for each win in the first 2 rounds of the NCAA Tournament to be shared with coaching staff at the discretion of the Head Coach $7,500 for reaching the round of 16 in the NCAA Tournament to be shared with coaching staff at the discretion of the Head Coach $10,000 for each win after reaching the round of 16 in the NCAA Tournament, to be shared with coaching staff at the discretion of the Head Coach $1,000 for each non-NCAA post season win $1,000 should the team cumulative GPA exceed 3.4 after the spring quarter, or if the multi-year APR is 975 or greater
Mike Petrino (INTERIM)	Montana	$ 80,000.00	Incentives not included based on status as Interim Head Coach
Tracy Sanders	Southern Utah	$ 110,000.00	$3,000 for NCAA Tournament appearance $2,000 for WNIT appearance $2,000 for BSC Championship $1,000 for achieving 20 NCAA Division I wins $500 for single year APR of 980 or higher

			$1,000 for single year APR of 1,000 $350 for NCAA APR Recognition Award *All bonuses are contingent upon the Basketball team maintaining a multi-year APR Score of 950 or above
Seton Sobolewski	Idaho State	$ 127,500.00	1/26 of annual salary for BSC Regular Season Championship 1/26 of annual salary for BSC Tournament Championship $4,000 for earning a Single Year APR of 985-999 $8,000 for earning a Single Year APR of 1,000 $3,500 for achieving 18-19 NCAA Division I wins $5,000 for achieving 20 or more NCAA Division I wins NCAA Tournament Round Wins, 1st = $3,000; 2nd = $6,000; 3rd = $9,000; 4th = $12,000; 5th = $15,000; 6th = $18,000 $1,500 for each win in a WNIT appearance $10,000 for participating in media, fundraising, and public appearances *All bonuses are contingent upon the ISU Women's Basketball team maintaining a multi-year APR Score of 950 or above

Big Sky Conference Women's Basketball Head Coach Salary and Incentives Chart
Supporting Information for ISU Head Women's Basketball Coach (Seton Sobolewski) Contract

COACH	INSTITUTION	LENGTH OF CONTRACT	2020 TOTAL COMPENSATION	LIQUIDATED DAMAGES CLAUSE?	TYPE OF LIQUIDATED DAMAGES CLAUSE	STRUCTURE OF LIQUIDATED DAMAGES
Bunky Harkleroad	Sacramento State	7/1/17 - 3/31/21	$ 130,008.00	NO	Coach must inform the Director if Coach is seeking another position and obtain a release to do so.	
Valaida Harris	Weber State	7/23/18 - 3/31/21	$ 115,000.00	YES	Flat Rate	$20,000
Trcia Binford	Montana State	7/1/20 - 4/30/23	$ 182,500.00	YES	Tied to value of compensation for years remaining on the contract	…Coach will pay University, as liquidated damages: an amount equal to that portion (pro-rata) of the Coach's Base salary and benefits remaining unpaid under this Agreement.
Lynn Kennedy	Portland State	7/1/18 - 6/30/23	$ 146,504.00	YES	Flat Rate	$30,000
Loree Payne	Northern Arizona	4/17/17 - 3/15/22	$ 145,000.00	YES	Flat Rate	An amount equal to one year's base salary.
Jon Newlee	Idaho	7/1/19 - 6/30/23	$ 139,713.00	YES	Sliding Scale	…if the Coach terminates with three or more years remaining liquidated damages shall be $100,000; with less than 3 years but 2 or more years the liquidated damages are $75,000; with less than 2 years but more than one year $50,000; and the sum of zero with less than one year remaining.
Jenny Huth	Northern Colorado	7/1/19 - 4/30/23	$ 132,967.00	YES	Flat Rate	$60,000
Wendy Schuller	Eastern Washington	5/1/17 - 4/30/22	$ 123,023.00	YES	Flat Rate	An amount equal to 6 months current base salary.
Mike Petrino (INTERIM)	Montana	4/1/20 - 6/30/21	$ 80,000.00	NO	NA	NA
Tracy Sanders	Southern Utah	6/18/20 - 6/30/25	$ 116,400.00	YES	Sliding Scale	…the sum of $20,000 to SUU within 90 days of resignation should resignation occur with more than 2 years remaining in the employment agreement; liquidated damages will be scaled as follow each year; $12,500 if resignation occurs with between one and two years remaining, $7,500 minus earned and unpaid bonuses if resignation occurs with less than one year remaining.
Seton Sobolewski	Idaho State	8/27/18 - 5/23/23	$ 120,011.00	YES	Flat Rate	$20,000

Coach Seton Sobolewski Maximum Compensation Calculation: FY 2022-2027

Contract Reference:		**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**
3.1.1	Annual Salary	$ 130,000.00	$ 136,000.00	$ 142,000.00	$ 148,000.00	$ 154,000.00
3.2.1	Bonus: Regular Season Championship	$ 4,596.00	$ 4,596.00	$ 4,596.00	$ 4,596.00	$ 4,596.00
3.2.2	Bonus: NCAA Tournament Berth	$ 4,596.00	$ 4,596.00	$ 4,596.00	$ 4,596.00	$ 4,596.00
3.2.3	Bonus: Academic Achievement	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00
3.2.4	Bonus: Win Record	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
*3.2.5	Bonus: NCAA Tournament Wins	$ 63,000.00	$ 63,000.00	$ 63,000.00	$ 63,000.00	$ 63,000.00
*3.2.6	Bonus: WNIT Tournament Wins	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00
3.2.7	Bonus: Media, Fundraising and PR	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00
	Total Maximum Annual Compensation Under Proposed Contract:	$ 225,192.00	$ 231,192.00	$ 237,192.00	$ 243,192.00	$ 249,192.00

* Only one or the other of these bonuses may be achieved, not both.

UNIVERSITY OF IDAHO

SUBJECT

Private easement across UI West Farm

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(ii)

BACKGROUND/DISCUSSION

In 1985 the Regents granted an easement across a portion of the University of Idaho West Farm. The easement was requested by an adjoining manufactured housing park owner to make connection to the City of Moscow's wastewater treatment system. The easement was never utilized and now the new owner of this adjoining property is being required by the State of Idaho to upgrade its current on-site wastewater treatment system by connecting to the municipal system. The current on-site wastewater system has periodically contaminated adjoining UI pasture. It has recently been determined that the approved but uninstalled 1985 system is ineffective as it does not provide a connecting route to the current municipal system and that simply extending the current easement route creates significant complications for UI operations. Consequently, the adjoining owner has proposed an alternative easement path that is acceptable to UI facility and land managers.

As a term of the proposed easement the University will be allowed to re-locate the easement at the other party's expense in the unlikely event UI needs the subject property for some other use. The proposed easement is non-exclusive, permitting other non-conflicting uses and the grant will be conditioned upon termination of the older, more problematic easement location.

IMPACT

The proposed non-exclusive easement has been located to minimize potential interference with UI operations and the terms of the easement provide future flexibility for uses not currently anticipated.

ATTACHMENTS

Attachment 1 – Draft easement
Attachment 2 – Exhibit Drawings

STAFF COMMENTS AND RECOMMENDATIONS

The easement as proposed provides better flexibility and environmental health for the University of Idaho. This approach to addressing the wastewater issue creates flexibility for the University, both now and in the future. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for Board approval to grant the draft easement in substantial conformance with the draft presented, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents for conveying the subject property rights as described above.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NON-EXCLUSIVE PRIVATE SANITARY SEWER EASEMENT

This NON-EXCLUSIVE PRIVATE SANITARY SEWER EASEMENT (this "Grant") is made this ____ day of _____, 2021, by and between THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, a state educational institution and a body politic and corporate organized and existing under the Constitution and laws of the State of Idaho ("Grantor"), whose address is Vice President for Finance and Administration, University of Idaho, 875 Perimeter Dr MS 3168, Moscow ID 83844-3168 and APPALOOSA, LLC, an Idaho Limited Liability Company, whose address is 931 Harold St, Moscow ID 83843 ("Grantee").

RECITALS

A. In 1985 Grantor entered into an easement agreement with Marie Lew. That easement was recorded as Instrument #346536 in the Latah County Recorder's Office. The 1985 easement was intended to benefit Grantee's parcel (the "Benefiting Parcel"), and the legal description for the Benefiting Parcel is attached here as Exhibit A. That easement, which was granted "for the purpose of installing, maintaining, and repairing a sanitary sewer" for the Benefitting Parcel, was never installed or otherwise utilized as granted and the described property for that easement has been determined by the Grantee and current owner of the Benefitting Parcel to be ineffective for the purposes for which it was granted.

B. Grantee is now requesting Grantor replace the 1985 grant of easement and Grantor has agreed to grant such replacement to Grantee as a non-exclusive private sanitary sewer easement with related access across a portion of Grantor's property. The parcel of land subject to this Grant is described in the attached Exhibit B (the "Easement Parcel").

C. As consideration for such Grant, Grantee has agreed to terminate the existing easement (Latah County Recorder's Instrument #346536) and record such termination or release in the public records of Latah County.

D. The Easement Parcel is to be utilized by Grantee for limited access and to construct, install, operate, maintain, repair, replace, and remove a private sewer line connecting the Benefitting Parcel to the City of Moscow's existing municipal wastewater system at a point located within Grantor's property. The continued use of Easement Parcel by Grantor its agents, contractors, tenants, licensee's and invitees is limited by this Grant as explicitly provided herein.

NOW, THEREFORE, in consideration of the recitals above which are incorporated below, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged:

1. GRANT: Grantor hereby grants and conveys to Grantee, its successors, agents, and assigns, subject to all the terms, conditions and warranties contained herein, a perpetual (subject to the terms of this Grant), non-exclusive easement, for the purpose of construction, installation, operation, maintenance, repair, replacement and removal of improvements necessary for a private sewer line and its related access, in the Easement Parcel, as further described in the attached Exhibit C (the "Easement"). Grantor also grants to Grantee a license for entry upon Grantor's property adjacent to the Easement Parcel for the purpose of installation, repair, servicing, maintenance, and removal related to the Easement (the "License"). However, Grantee

shall submit prior written notice requesting the time and place for which permission to enter is desired to Grantor (acting through the University of Idaho's Assistant Vice President for Facilities Services or other designee identified by its Division of Finance and Administration). Grantor's approval for entry shall not be unreasonably withheld. Subject to the requirement for notice and Grantor's reasonable withholding of permission of a specific time and place for entry, License shall be irrevocable for the term of the Easement.

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

If to Grantor:

Vice President, Finance and Administration
University of Idaho
875 Perimeter Dr MS 3168
Moscow ID 83844-3168

If to Grantee:

Appaloosa, LLC
931 Harold St
Moscow ID 83843

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 whoever received, shall always be effective.

3. BINDING EFFECT: All provisions of this Grant, including the benefits and burdens, are binding upon and inure to the benefit, obligation, and use of the successors, agents, and assigns of the parties hereto. This Grant shall be a burden upon the Grantor's Property, for the benefit of and appurtenant to the Benefitting Parcel and shall run with the land.

4. RESTRICTIONS, LIMITATIONS AND NON-EXCLUSIVE RIGHT: Anything in this instrument to the contrary notwithstanding, Grantee agrees to the following conditions:

a. Grantor warrants that it has the right to grant Easement over Easement Parcel, as anticipated in this Agreement. Subject to the foregoing, the Easement herein granted is subject to all easements and encumbrances of record and is non-exclusive, provided that later-granted easements shall be subject to Grantee's rights and uses established herein and shall in no way impede Grantee's use of Easement. Grantor does not warrant that any pre-existing easements and encumbrances do not exist or that the subject property is otherwise suitable for Grantee's intended use. Easement Parcel shall be used for no other purposes than those supporting its use to transport effluent from the Benefiting Parcel (and only the Benefitting Parcel) to the City of Moscow municipal wastewater system as described in Exhibit C;

b. All pipes, equipment, and their related components and supporting infrastructure placed within the Easement Parcel by Grantee, or Grantee's agents or contractors pursuant to this instrument ("Grantee's Improvements") shall remain the property of Grantee;

c. Grantor and its successors and assigns shall retain the right to full use of the surface and subsurface of the Easement Parcel including but not limited to future installation of fencing, irrigation systems, livestock shelter and other improvements deemed necessary for Grantor's continued use of Easement Parcel; provided however that such Grantor proposed improvements shall not interfere with the purpose of this Easement, impede reasonable access to the Easement, or violate any local, state or federal regulation related to the use of the Easement. Except as specifically provided in Section 8 herein, Grantor shall not make improvements within the Easement Parcel which might interfere with the limited purposes for which this Easement is granted to Grantee, without the written permission of the Grantee, which permission shall not be withheld by Grantee;

d. Upon completion of any installation, maintenance, repair, replacement or removal, Grantee shall restore surface terrain to its original grade and vegetative cover and restore any fences, roadways and other improvements altered or damaged during Grantee's installation, maintenance, repair, replacement or removal. Grantee shall continuously maintain the private sanitary sewer line to meet all federal, state and local regulations and in a way which will not cause any discharge of effluent on the surface or subsurface of the Easement Parcel or any other part of Grantor's property;

e. After recording this instrument, Grantee shall provide Grantor a certified copy of the recorded instrument showing the date and instrument number of recording, along with evidence sufficient to Grantor to demonstrate termination or release of the 1985 easement is recorded in the Latah County Recorder's Office.

5. INDEMNITY: Grantee shall indemnify, defend and save Grantor, its successors, assigns, and agents harmless from any and all claims, liabilities, losses, costs, charges, or expenses (including, without limitation, reasonable attorneys' fees) which Grantor may incur as a result of any third-party claims made against Grantor based upon an act or omission of the Grantee, and Grantee's agents contractors, tenants, licensees and invitees, in their use of the Easement Parcel under this Grant or Grantee's use of its license to enter upon Grantor's property adjacent to the Easement Parcel. If any action, claim or demand is made against Grantor for any act or omission of the Grantee or Grantee's agents, contractors, licensees and invitees, Grantee agrees to assume the expense and shall pay all costs, charges, attorneys' fees, settlements, judgments or other expenses incurred by or obtained against Grantor, and also, including all attorneys' fees and costs associated with any appeal proceeding.

6. REMEDIES: In the event of a breach hereunder by any party, the non-breaching party shall have all remedies available at law or in equity, including injunctive or other equitable relief. In any suit, action or appeal therefrom to enforce or interpret this Grant, the prevailing party shall be entitled to recover its costs incurred therein, including reasonable attorneys' fees and costs, and also including reasonable attorney's fees and costs associated with any appeal proceedings. The failure of Grantor to insist upon strict performance of any of the terms or conditions of this Grant shall not be deemed a waiver of any rights or remedies that

Grantor may have, and shall not be deemed a waiver of any subsequent breach or default in the terms or conditions of the Grant by the same or any other person.

7. MODIFICATION: The terms of this Grant shall not be modified unless expressly agreed to by both parties in writing.

8. RELOCATION: In the event Grantor elects to construct a building or make other improvement on Easement Parcel requiring the relocation of Easement to a new easement parcel, Grantee agrees that the Easement and Easement Parcel may be relocated at Grantee's sole expense. The replacement easement parcel shall be designated by Grantor and shall be reasonably equivalent in performing the purposes of the Easement as a route for a sanitary sewer line from the Benefiting Parcel to the City of Moscow's municipal wastewater system. In such event requiring relocation, Grantor shall provide Grantee with no less than 270 days' notice to remove all Grantee's Improvements from all or a portion of Easement Parcel as designated by Grantor, and Grantee may install the new sanitary sewer system into the replacement location designated by Grantor . In the event Grantee chooses to install easement (rather than terminate as provided by Section 9 of this Grant) into the new easement parcel, Grantor and Grantee shall amend and record the new grant to establish the new location and otherwise affirm that the terms of this Grant shall continue for the new easement and easement parcel.

9. EASEMENT IMPROVEMENTS AND CONDITION OF PARCEL: Grantee shall, at its sole cost and expense, construct, operate, maintain, repair, replace, and remove the Easement, and the fixtures and improvements therein as contemplated herein. Grantee shall promptly repair and restore the land and improvements whenever disturbed by the initial or any subsequent construction, maintenance, replacement or removal by Grantee or Grantee's agents or contractors; provided however, prior to any such construction, maintenance, repair, replacement or removal performed, Grantee shall notify and coordinate with Grantor regarding the schedule and methods of such subsequent construction, maintenance, repair, replacement, or removal. In the event Grantee fails to complete any work and restore the Easement Parcel surface and improvements to its prior condition, after thirty days written notice from Grantor to Grantee identifying the insufficiencies of the current condition, Grantor may at its sole discretion, restore the Easement Parcel (including any improvement) and Grantee shall reimburse Grantor for all reasonable costs associated therewith within thirty days from receipt of an invoice.

10. TITLE INSURANCE: Should Grantee so desire, at its sole expense, Grantee may apply for a title insurance policy insuring the easement hereby granted.

11. REPRESENTATIONS AND WARRANTIES: Grantor and Grantee represent and warrant as of the date herein that they and the person(s) executing on their behalf have the power and authority to execute this Grant and to perform Grantor's and Grantee's obligations herein and Grantor or Grantee have complied with all necessary corporate action to authorize this Grant.

12. COMPLIANCE WITH ALL LAWS AND INDUSTRY STANDARDS: Grantee hereby agree to comply in all respects with all, federal, state and local statutes, laws, ordinances, codes, regulations, and rules in connection with the use of the Easement and Easement Parcel. Such compliance includes but is not limited to Grantee's obligation to prepare any draft state and federal notifications and permits required for private sanitary sewer systems and Grantee shall provide a draft of those notifications and permits to Grantor's Assistant Vice President of

Facilities Services or other designee as identified by Grantor's Division of Finance and Administration for review.

13. TERMINATION: Grantee may terminate this Grant upon express written consent by Grantor and by recording a release with the Latah County Recorder's Office in recordable form with directions for delivery of the same to Grantor, whereupon all rights, duties, and liabilities hereby created shall terminate. However, once construction and use have commenced, Grantee shall not be relieved of any unremedied obligation to repair or restore the Easement Parcel and improvements to its pre-Easement condition that have been caused by its initiation of use of the Easement Parcel as provided in the preceding sections of this Grant. Furthermore, in the event Grantee does not complete installation and initiate use by December 31, 2022, or continuously maintain its connection to the City of Moscow's municipal wastewater system, all the rights granted to Grantee herein shall terminate once Grantor, without further act or acknowledgement of Grantee, records a termination of this Grant, without any consent by or signature of Grantee. If there is a termination, release or abandonment of Easement, Grantee shall remove Grantee's Improvements at Grantee's sole expense and return the Easement Parcel and improvements to its pre-Easement condition or receive written agreement from Grantor in the event Grantee proposes to leave some property or improvements as they exist upon such termination or release.

IN WITNESS WHEREOF, the undersigned have caused this Grant to be executed.

GRANTOR: Board of Regents of the University of Idaho

By: _____
Brian Foisy, Vice President for Finance & Administration
University of Idaho

STATE OF IDAHO)
) ss.
County of Latah)

On this _____ day of _____, 2021 before me, the undersigned, a Notary Public in and for said State of Idaho, personally appeared Brian Foisy, known or identified to me to be the Vice President for Finance & Administration of the University of Idaho, The University that executed the within instrument, and acknowledged to me that he executed the same for and on behalf of the Board of Regents of the University of Idaho.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
NOTARY PUBLIC for Idaho
Residing at _____
My commission expires _____

GRANTEE: Appaloosa, LLC

By: _____

Its: _____

Date: _____

STATE OF IDAHO)
) ss.
County of Latah)

On this _____ day of _____, 2021, before me, the undersigned, a Notary Public in and for said State, personally appeared _____, the person who executed the instrument on behalf of Grantee.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
NOTARY PUBLIC for Idaho
Residing at _____
My commission expires:_____

EXHIBIT A

"BENEFITTING PARCEL"

That part of the NE Quarter of the SW Quarter of Section 13, Township 39 North, Range 6 West, Boise Meridian, described as follows:

Beginning at the NE corner of the SW Quarter of Section 13, Township 39 North, Range 6 West, Boise Meridian; thence North 88°45" West along the North boundary of said Southwest Quarter a distance of 634.0 feet; thence South 3°47' East 466.6 feet; thence South 3°04' West 711.1 feet; thence Northeasterly along the Center of the existing County Road 976.6 feet more or less to the East boundary of said Southwest Quarter; thence North along the East boundary of said Southwest Quarter 448.8 feet more or less to the point of beginning;

EXCEPTING THEREFROM the following described property:

Beginning at the Northeast corner of the SW Quarter of Section 13, Township 39 North, Range 6 West, Boise Meridian; thence North 88°45' West along the North boundary of said Southwest Quarter, a distance of 634.0 feet; thence South 3°47' East 466.6 feet; thence South 3°04' West 225.8 feet to the TRUE POINT OF BEGINNING; thence South 31°20'18" East 206.79 feet; thence South 30°31'00" West 92.0 feet; thence South 59°29'00" East 119.0 feet; thence North 30°31'00" East 50.0 feet; thence South 59°29'00" East 52.5 feet to the center of the existing County Road; thence South 35°21'00" West 7.9 feet; thence South 44°09'00" West 88.8 feet; thence South 52°38'00" West 106.2 feet; thence South 65°43'00" West 84.6 feet; thence South 64°25'04" West 35.46 feet; thence North 3°04'00" East 485.3 feet to the TRUE POINT OF BEGINNING.

ALSO INCLUDING Commencing at the Northwest corner of the Southeast Quarter of Section 13, Township 39 North, Range 6 West Boise Meridian, and running thence Southerly along the West line of said Southeast Quarter 329.85 feet to a point; thence N. 41°35' E. 63.65 feet to a point; thence S. 48°25' E. 50.00 feet to a point; thence N. 41°35' E. 421.70 feet to a point on the North line; thence West along the North line of said Southeast Quarter 359.50 feet to the Point of Beginning.

EXHIBIT B

"EASEMENT PARCEL"

Sanitary Sewer Line Easement

A legal description for a 20.00 foot wide easement for a sanitary sewer line located in the Southwest Quarter of Section 7 and the Northwest Quarter of Section 18, Township 39 North, Range 5 West, Boise Meridian, and the Northeast Quarter of Section 13, Township 39 North, Range 6 West, Boise Meridian, Latah County, Idaho, being a strip of land centered over the following described line:

Commencing at the southeast corner of the Southwest Quarter of Section 7, Township 39 North, Range 5 West, Boise Meridian, Thence S87°50'06"W, 2711.27 feet along the south line of said Southwest Quarter, to the southwest corner of said Section 7, Thence N46°17'46"E, 529.26 feet to the **Beginning of this Easement**.

Thence S1°11'46"W, 253.72 feet;
Thence S5°47'28"W, 252.81 feet;
Thence S51°42'57"W, 330.00 feet;
Thence S16°35'31"W, 336.71 feet;
Thence S11º41'17"W, 279.02 feet;
Thence S2°55'06"E, 123.76 feet;
Thence S33°53'21"E, 190.48 feet;
Thence S64°05'49"W, 182.32 feet;
Thence S77°11'50"W, 163.68 feet;
Thence S81°14'00"W, 360.00 feet;
Thence S68°12'55"W, 150.00 feet;
Thence S32°38'28"W, 187.14 feet to the southeasterly right-of-way line of the Old Pullman Road and **the End of the First Portion of this Easement.**

Thence S56º29'35" W, 1108.33 feet to the northwesterly right-of-way line of the Old Pullman Road and the **Beginning of the Second Portion of this Easement**:

Thence S63°52'02"W, 794.97 feet to the south line of the Northeast Quarter of Section 13, Township 39 North, Range 6 West, Boise Meridian, the north line of the parcel of land described in Warranty Deed, Instrument #580279 and the **End of this Easement,** which bears S44°17'28"W, 3587.09 feet from the southwest corner of Section 7, Township 39 North, Range 5 West, Boise Meridian.

EXHIBIT C

"EASEMENT"

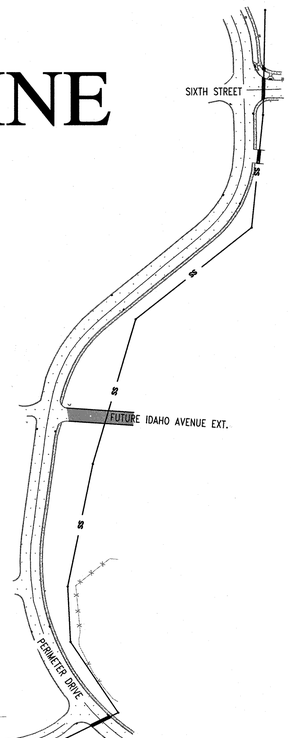
The Appaloosa Court Sewer Line Construction scope of work consists of constructing 950 linear feet of 4" pressure sewer line from the Appaloosa Court trailer park then connecting to 3,940 linear feet of 8-inch SDR 35 pvc gravity sewer line with manholes space a maximum of 400 feet apart. The project will traverse across University of Idaho property as shown on the construction drawing and terminating at the City of Moscow sewer line north of Sixth Street near Perimeter Drive. The project will require road and sidewalk patching with minimal grading for sewer line construction.

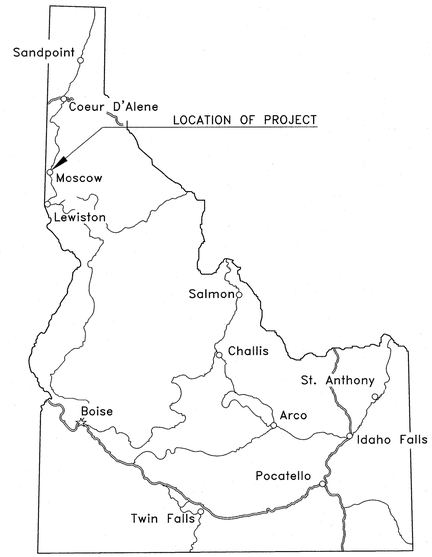
Construction drawings follow this page and are also a part of Exhibit C.

APPALOOSA COURT SEWER LINE

CITY OF MOSCOW
LATAH COUNTY, IDAHO

811
Know what's below.
Call before you dig.



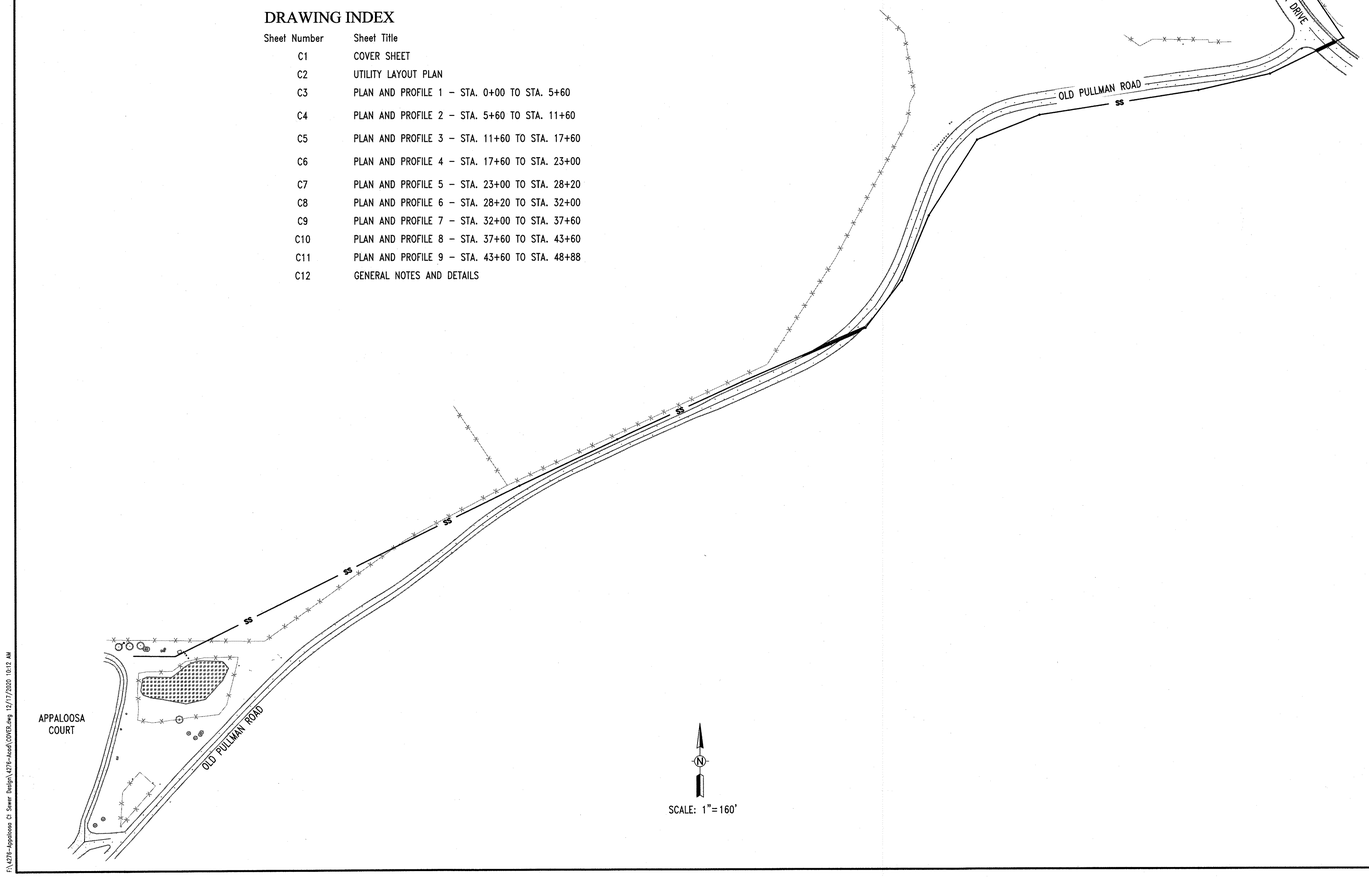


BASIS OF ELEVATION

THE BASIS OF ELEVATION FOR THIS SURVEY IS NAVD88, ESTABLISHED BY GPS. THE BASE POSITION BEING CORRECTED BY NGS ONLINE POSITIONING USER SERVICE (OPUS).

DRAWING INDEX

Sheet Number	Sheet Title
C1	COVER SHEET
C2	UTILITY LAYOUT PLAN
C3	PLAN AND PROFILE 1 – STA. 0+00 TO STA. 5+60
C4	PLAN AND PROFILE 2 – STA. 5+60 TO STA. 11+60
C5	PLAN AND PROFILE 3 – STA. 11+60 TO STA. 17+60
C6	PLAN AND PROFILE 4 – STA. 17+60 TO STA. 23+00
C7	PLAN AND PROFILE 5 – STA. 23+00 TO STA. 28+20
C8	PLAN AND PROFILE 6 – STA. 28+20 TO STA. 32+00
C9	PLAN AND PROFILE 7 – STA. 32+00 TO STA. 37+60
C10	PLAN AND PROFILE 8 – STA. 37+60 TO STA. 43+60
C11	PLAN AND PROFILE 9 – STA. 43+60 TO STA. 48+88
C12	GENERAL NOTES AND DETAILS



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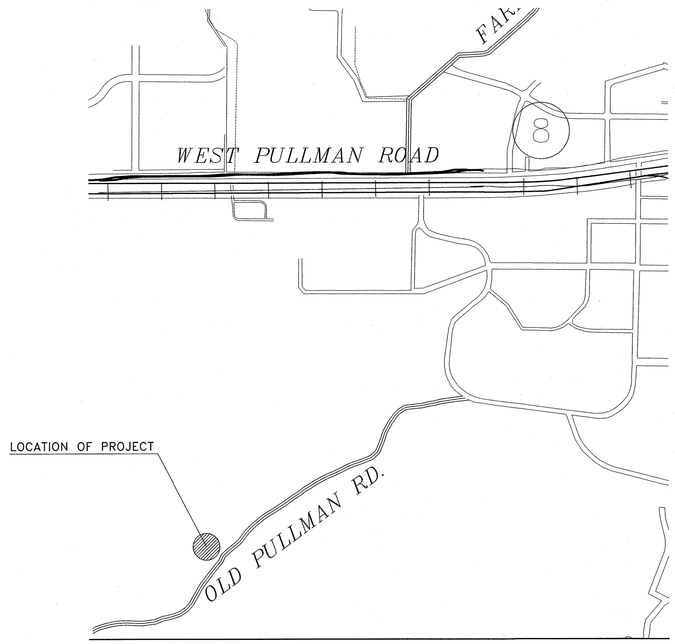

VICINITY MAP

Hedges & Associates, Inc.
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405 S. Washington Street
Moscow, Idaho 83843
(208) 882-3500

PROFESSIONAL ENGINEER LICENSED 13384 12-17-20 STATE OF IDAHO SCOTT BECKER

APPALOOSA COURT SEWER LINE
COVER SHEET
RUSTY OLPS
STREET ADDRESS
MOSCOW, IDAHO
(208) 310-4029

Designed By:	SB
Drafted by:	DW
Checked by:	SB
File Name:	4276 COVER.dwg
Tab:	COVER
Layer Style:	STANDARD
Plot Style	PRIMARY.CTB
Project:	4276-02-20
Date:	12/17/2020

C1

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ATTACHMENT 2

LEGEND

- MANHOLE
- SANITARY SEWER LINE
- CONCRETE PAVING
- ASPHALT PAVING
- EXISTING FIRE HYDRANT
- EXISTING WATER, IRRIGATION VALVE
- EXISTING WATER, IRRIGATION METER
- EXISTING POWER POLE
- EXISTING LIGHT POLE
- EXISTING GAS VALVE
- EXISTING FRANCHISE UTILITY PEDESTAL
- CENTER LINE
- EXISTING SANITARY SEWER LINE
- EXISTING STORM DRAIN LINE
- EXISTING SWALE
- EXISTING WATER LINE
- EXISTING COMMUNICATIONS LINE
- EXISTING GAS LINE
- EXISTING POWER LINE
- EXISTING CURB
- EXISTING CONCRETE PAVING
- EXISTING ASPHALT PAVING

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APPALOOSA COURT SEWER LINE
UTILITY LAYOUT PLAN

RUSTY OLPS
STREET ADDRESS
MOSCOW, IDAHO
(208) 310-4029

Designed By:	SB
Drafted by:	DW
Checked by:	SB
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Project:	4276-02-20
Date:	12/17/2020

C2

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LEGEND

- MANHOLE
- SANITARY SEWER LINE
- CONCRETE PAVING
- ASPHALT PAVING
- EXISTING CATCH BASIN
- EXISTING FIRE HYDRANT
- EXISTING GAS, IRRIGATION, WATER VALVE
- EXISTING IRRIGATION METER
- EXISTING POWER POLE
- EXISTING LIGHT POLE
- EXISTING FRANCHISE UTILITY PEDESTAL
- EXISTING FENCE
- EXISTING CENTER LINE
- EXISTING SANITARY SEWER LINE
- EXISTING STORM DRAIN LINE
- EXISTING WATER LINE
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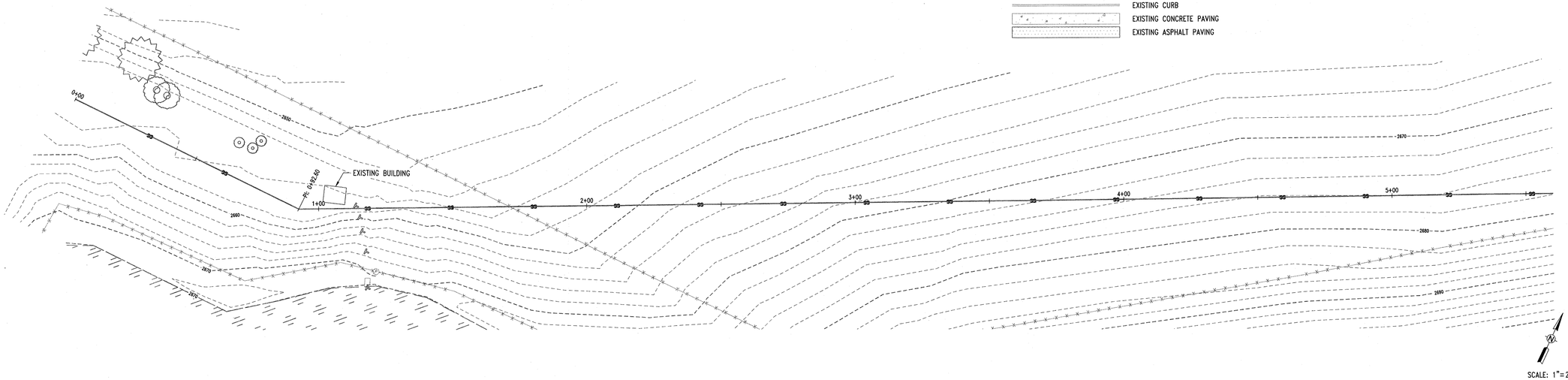

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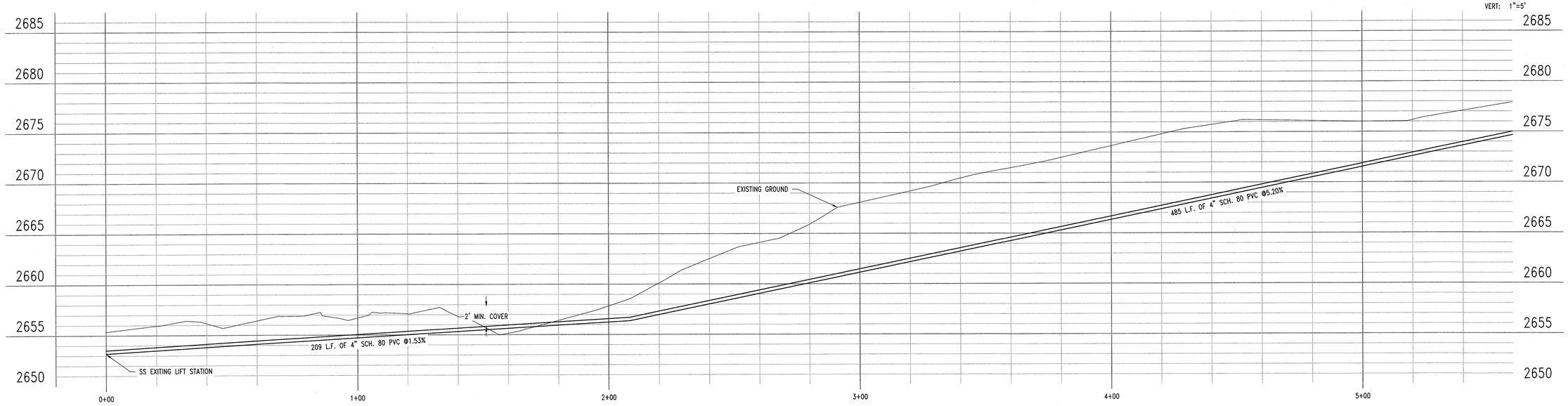

PLAN AND PROFILE 1 - STA. 0+00 TO STA. 5+60

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APPALOOSA COURT SEWER LINE
PLAN AND PROFILE 1 - STA. 0+00 TO STA. 5+60
RUSTY OLPS
STREET ADDRESS
MOSCOW, IDAHO
(208) 310-4029

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Drafted by:	DW
Checked by:	SB
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Date:	12/17/2020

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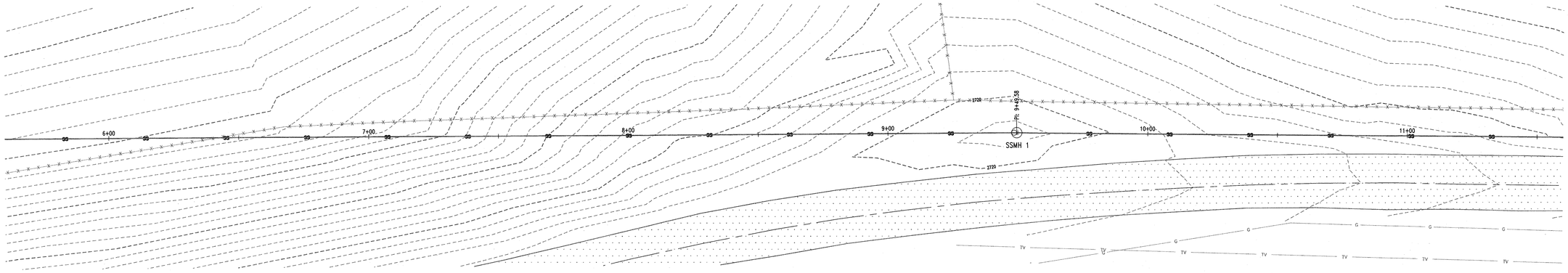

LEGEND

- MANHOLE
- SANITARY SEWER LINE
- CONCRETE PAVING
- ASPHALT PAVING
- EXISTING CATCH BASIN
- EXISTING FIRE HYDRANT
- EXISTING GAS, IRRIGATION, WATER VALVE
- EXISTING IRRIGATION METER
- EXISTING POWER POLE
- EXISTING LIGHT POLE
- EXISTING FRANCHISE UTILITY PEDESTAL
- EXISTING FENCE
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- EXISTING SANITARY SEWER LINE
- EXISTING STORM DRAIN LINE
- EXISTING WATER LINE
- EXISTING CABLE LINE
- EXISTING CURB
- EXISTING CONCRETE PAVING
- EXISTING ASPHALT PAVING

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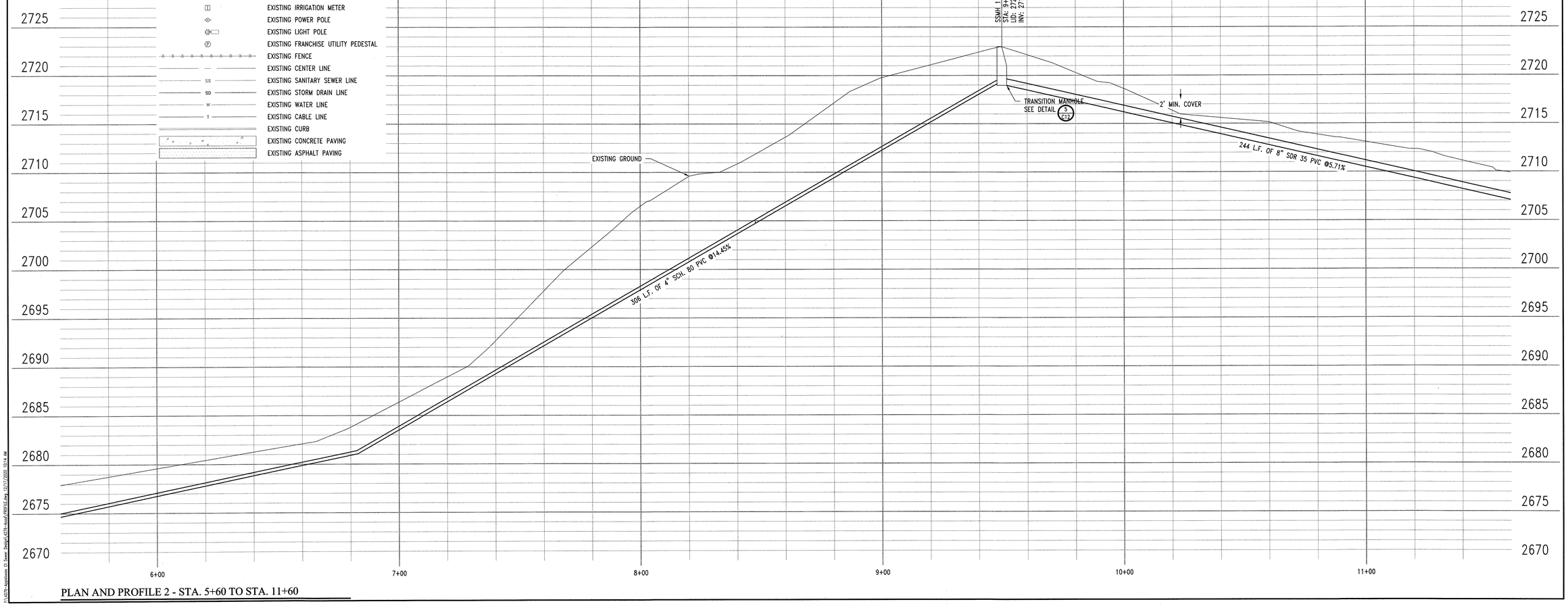

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APPALOOSA COURT SEWER LINE
PLAN AND PROFILE 2 – STA. 5+60 TO STA. 11+60
RUSTY OLPS
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(208) 310-4029

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Checked by:	SB
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Project:	4276-02-20
Date:	12/17/2020

C4

LEGEND

- MANHOLE
- SS — SANITARY SEWER LINE
- CONCRETE PAVING
- ASPHALT PAVING
- EXISTING CATCH BASIN
- EXISTING FIRE HYDRANT
- EXISTING GAS, IRRIGATION, WATER VALVE
- EXISTING IRRIGATION METER
- EXISTING POWER POLE
- EXISTING LIGHT POLE
- EXISTING FRANCHISE UTILITY PEDESTAL
- EXISTING FENCE
- EXISTING CENTER LINE
- SS — EXISTING SANITARY SEWER LINE
- SD — EXISTING STORM DRAIN LINE
- W — EXISTING WATER LINE
- T — EXISTING CABLE LINE
- EXISTING CURB
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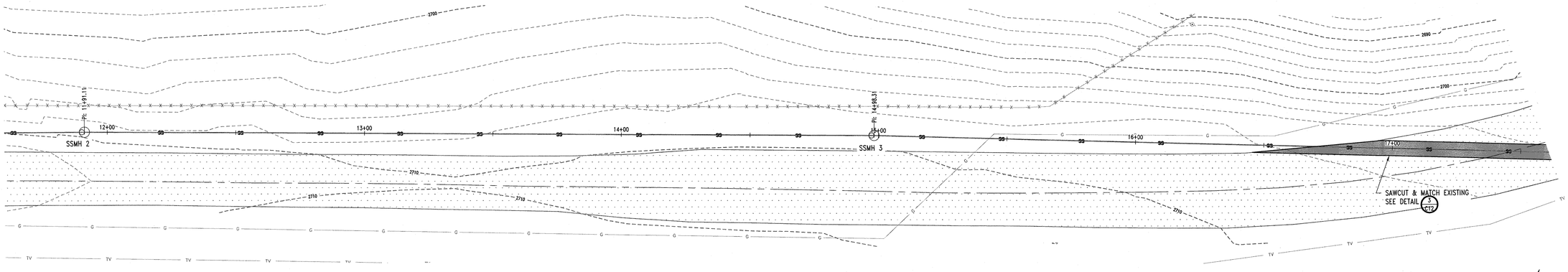

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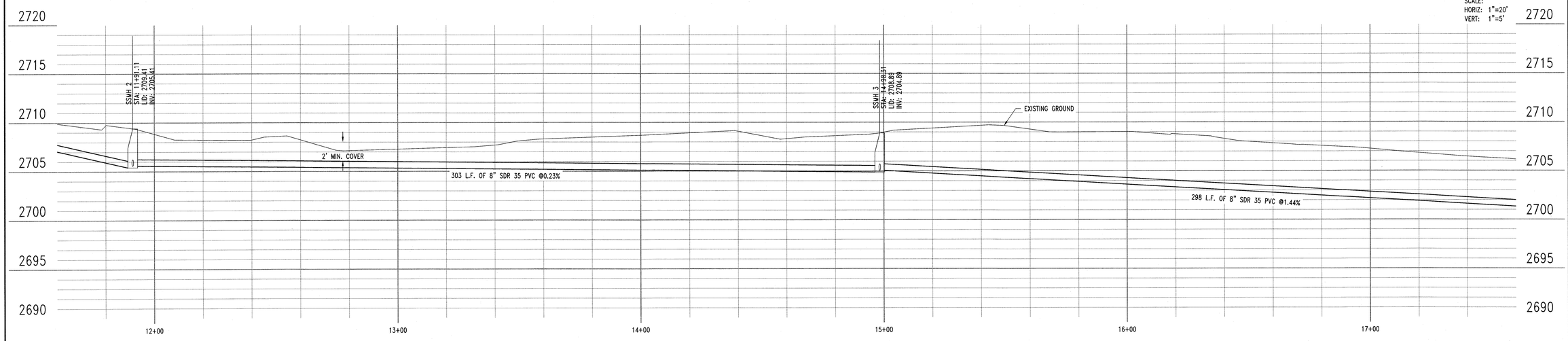

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PLAN AND PROFILE 3 - STA. 11+60 TO STA. 17+60

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APPALOOSA COURT SEWER LINE
PLAN AND PROFILE 3 - STA. 11+60 TO STA. 17+60
RUSTY OLPS
STREET ADDRESS
MOSCOW, IDAHO
(208) 310-4029

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Checked by:	SB
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LEGEND

- MANHOLE
- SANITARY SEWER LINE
- CONCRETE PAVING
- ASPHALT PAVING
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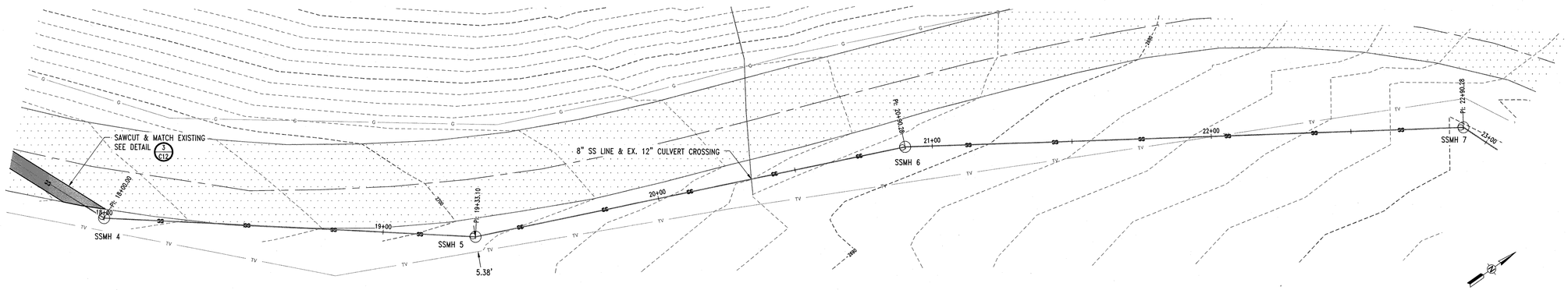

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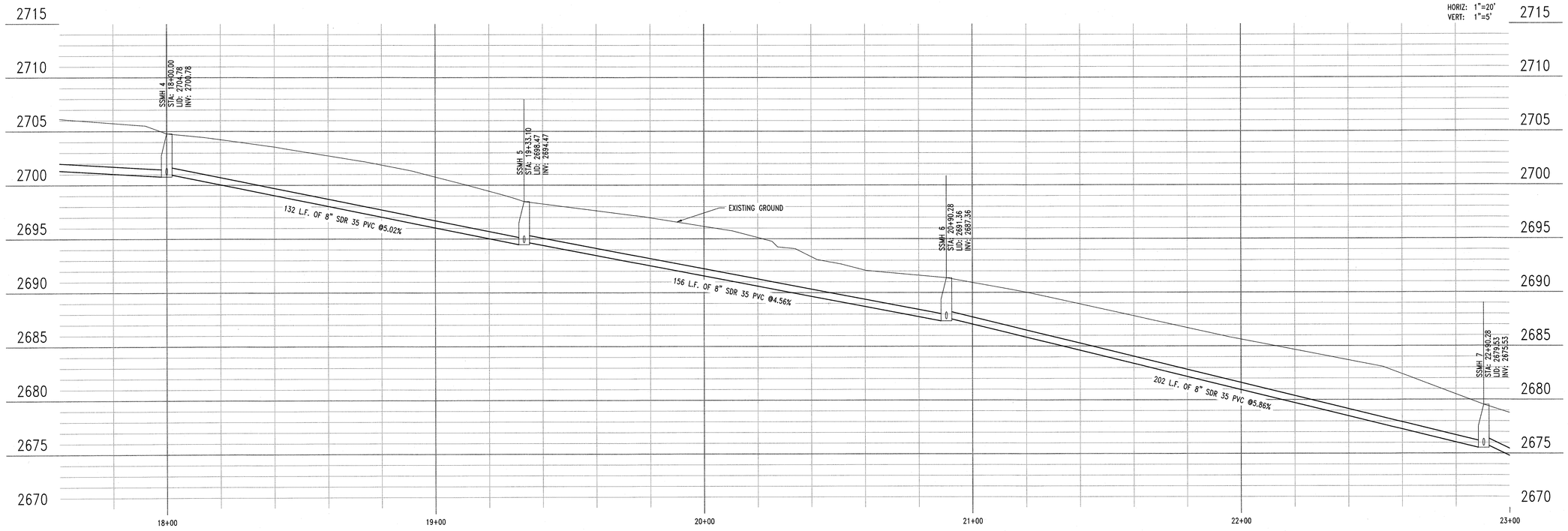

PLAN AND PROFILE 4 - STA. 17+60 TO STA. 23+00

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APPALOOSA COURT SEWER LINE
PLAN AND PROFILE 4 - STA. 17+60 TO STA. 23+00
RUSTY OLPS
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MOSCOW, IDAHO
(208) 310-4029

Designed By:	SB
Drafted by:	DW
Checked by:	SB
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Project:	4276-02-20
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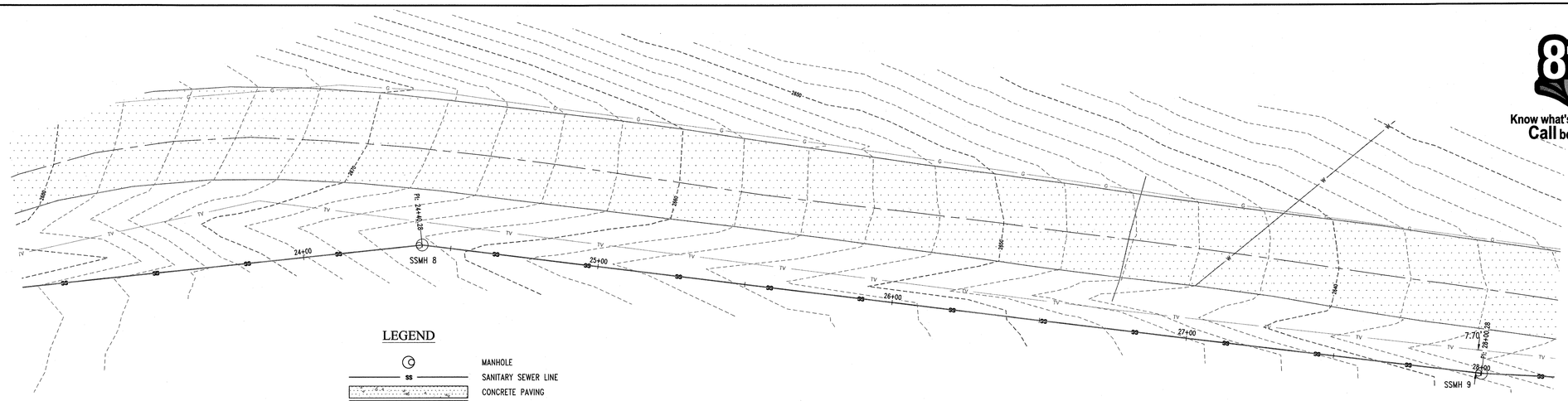

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LEGEND

- MANHOLE
- SANITARY SEWER LINE
- CONCRETE PAVING
- ASPHALT PAVING
- EXISTING CATCH BASIN
- EXISTING FIRE HYDRANT
- EXISTING GAS, IRRIGATION, WATER VALVE
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- EXISTING WATER LINE
- EXISTING CABLE LINE
- EXISTING CURB
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- EXISTING ASPHALT PAVING

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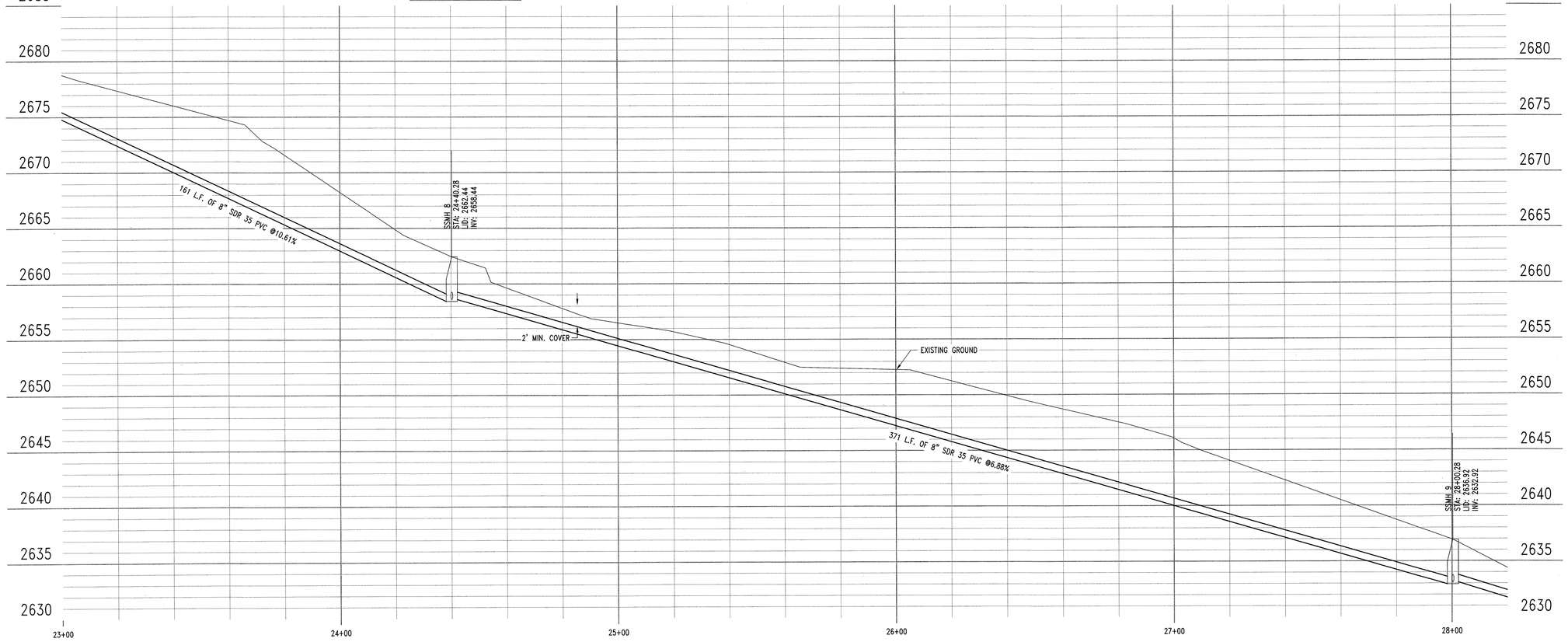

PLAN AND PROFILE 5 - STA. 23+00 TO STA. 28+20

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405 S. Washington Street
Moscow Idaho 83843
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LICENSED
13384
12-17-20
STATE OF IDAHO
SCOTT BECKER

APPALOOSA COURT SEWER LINE
PLAN AND PROFILE 5 - STA. 23+00 TO STA. 28+20
RUSTY OLPS
STREET ADDRESS
MOSCOW, IDAHO
(208) 310-4029

Designed By:	SB
Drafted by:	DW
Checked by:	SB
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Project:	4276-02-20
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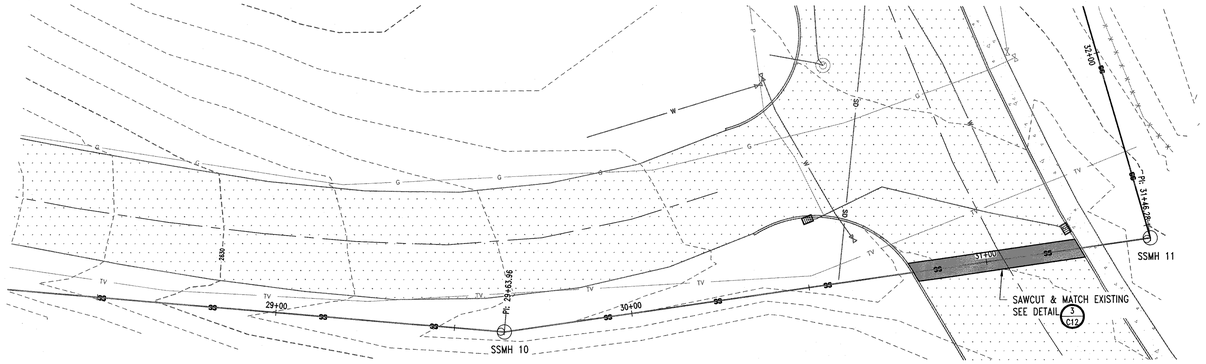

LEGEND

- MANHOLE
- SANITARY SEWER LINE
- CONCRETE PAVING
- ASPHALT PAVING
- EXISTING CATCH BASIN
- EXISTING FIRE HYDRANT
- EXISTING GAS, IRRIGATION, WATER VALVE
- EXISTING IRRIGATION METER
- EXISTING POWER POLE
- EXISTING LIGHT POLE
- EXISTING FRANCHISE UTILITY PEDESTAL
- EXISTING FENCE
- EXISTING CENTER LINE
- EXISTING SANITARY SEWER LINE
- EXISTING STORM DRAIN LINE
- EXISTING WATER LINE
- EXISTING CABLE LINE
- EXISTING CURB
- EXISTING CONCRETE PAVING
- EXISTING ASPHALT PAVING

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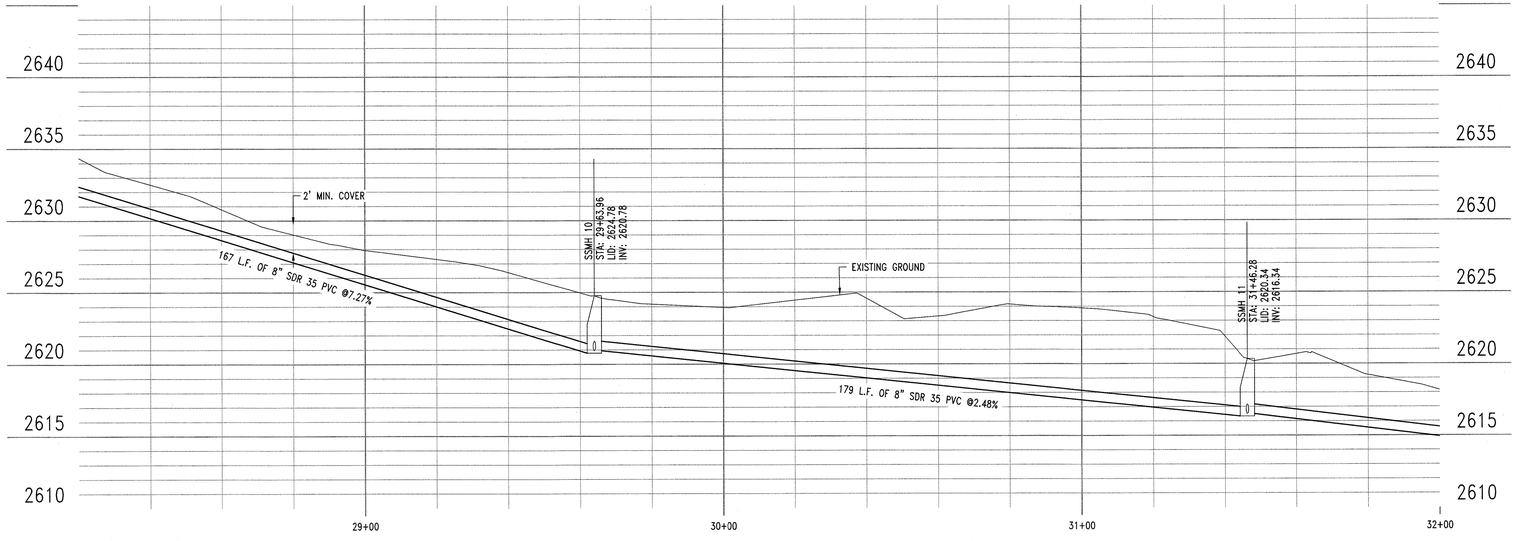

PLAN AND PROFILE 6 - STA. 28+20 TO STA. 32+00

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APPALOOSA COURT SEWER LINE
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RUSTY OLPS
STREET ADDRESS
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Drafted by:	DW
Checked by:	SB
File Name:	4276 PROFILE.dwg
Tab:	PROFILE 6
Layer Style:	STANDARD
Plot Style	PRIMARY.CTB
Project:	4276-02-20
Date:	12/17/2020

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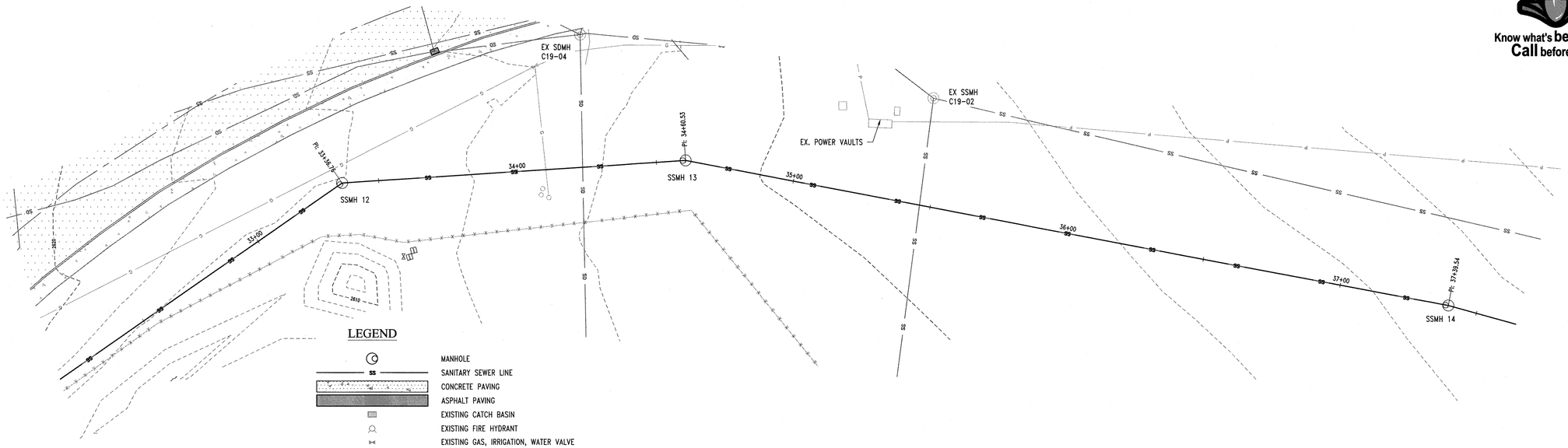

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LEGEND

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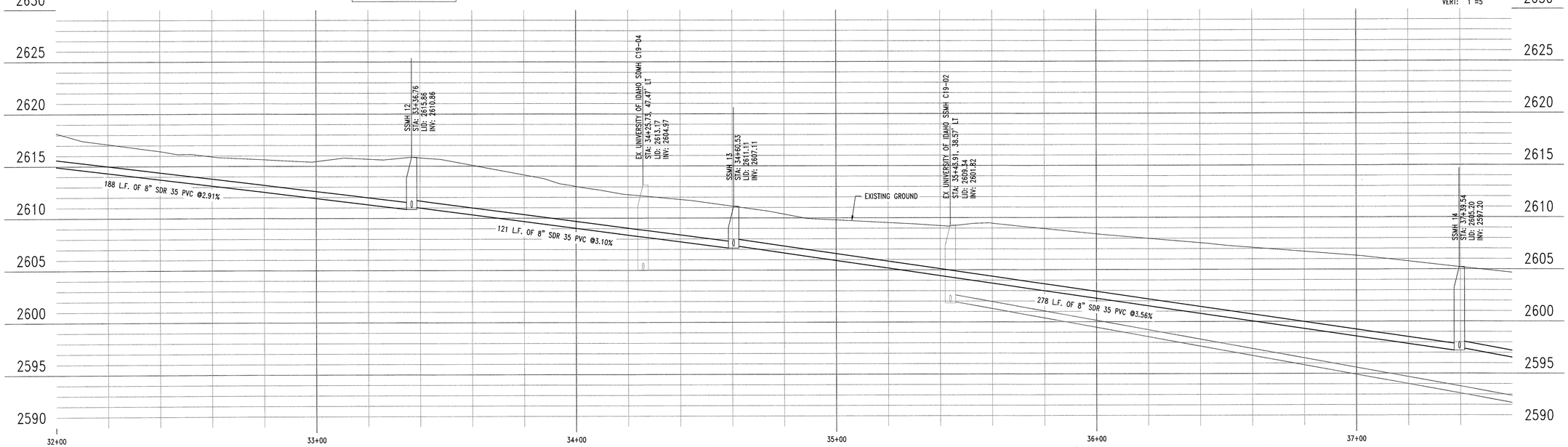

PLAN AND PROFILE 7 - STA. 32+00 TO STA. 37+60

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STREET ADDRESS
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Drafted by:	DW
Checked by:	SB
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Project:	4276-02-20
Date:	12/17/2020

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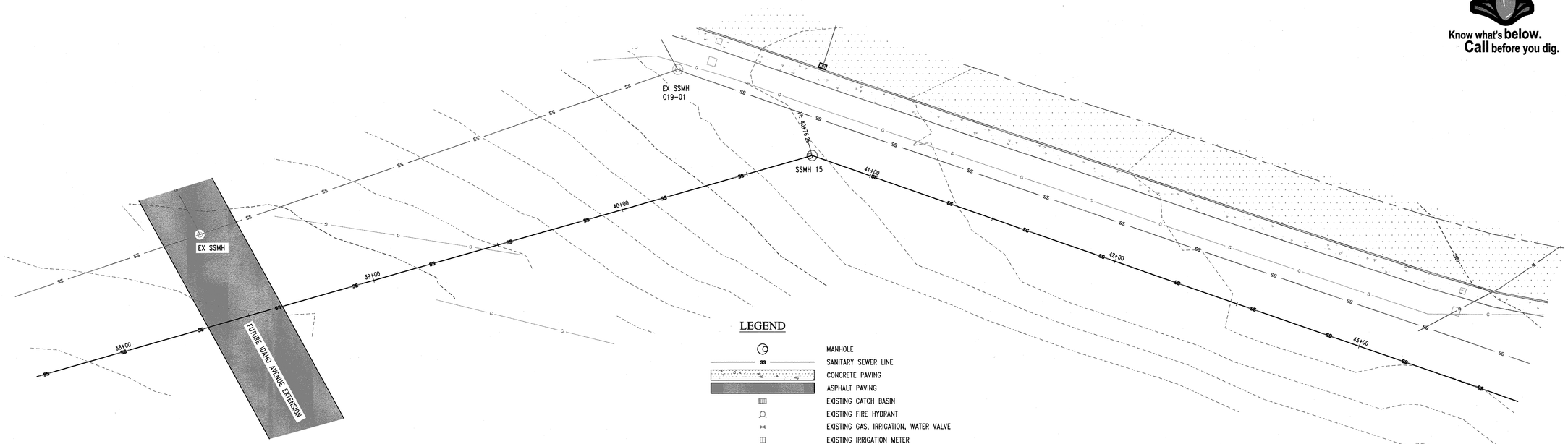

LEGEND

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- ASPHALT PAVING
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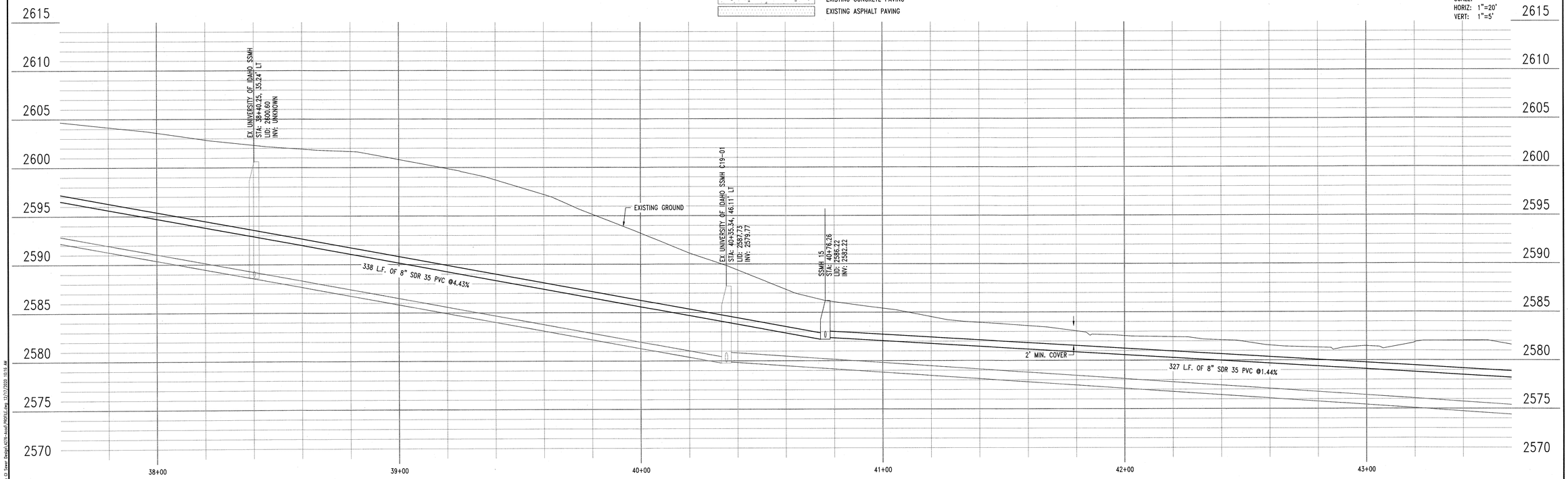

PLAN AND PROFILE 8 - STA. 37+60 TO STA. 43+60

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File Name:	4276 PROFILE.dwg
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Project:	4276-02-20
Date:	12/17/2020

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ATTACHMENT 2

LEGEND

- MANHOLE
- SANITARY SEWER LINE
- CONCRETE PAVING
- ASPHALT PAVING
- EXISTING CATCH BASIN
- EXISTING FIRE HYDRANT
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- EXISTING ASPHALT PAVING

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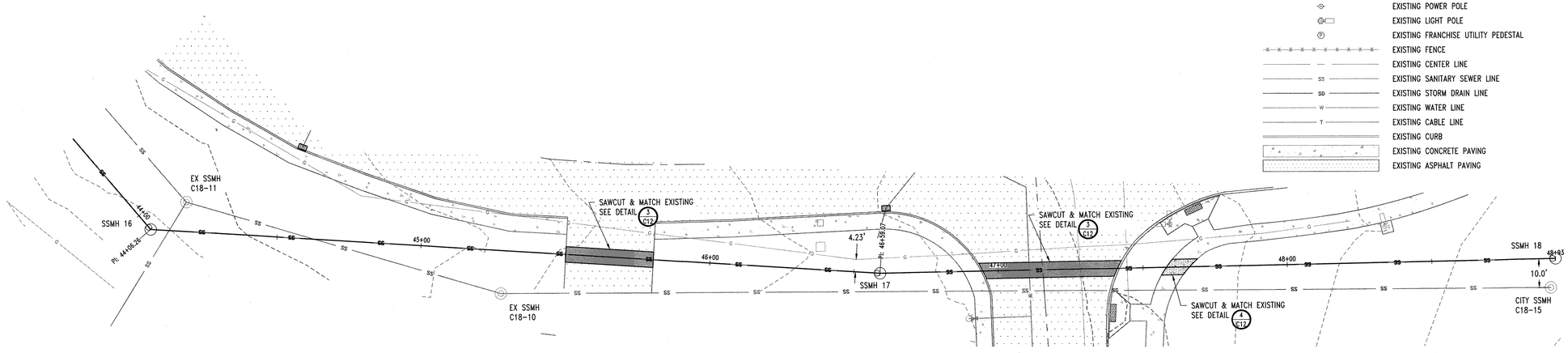

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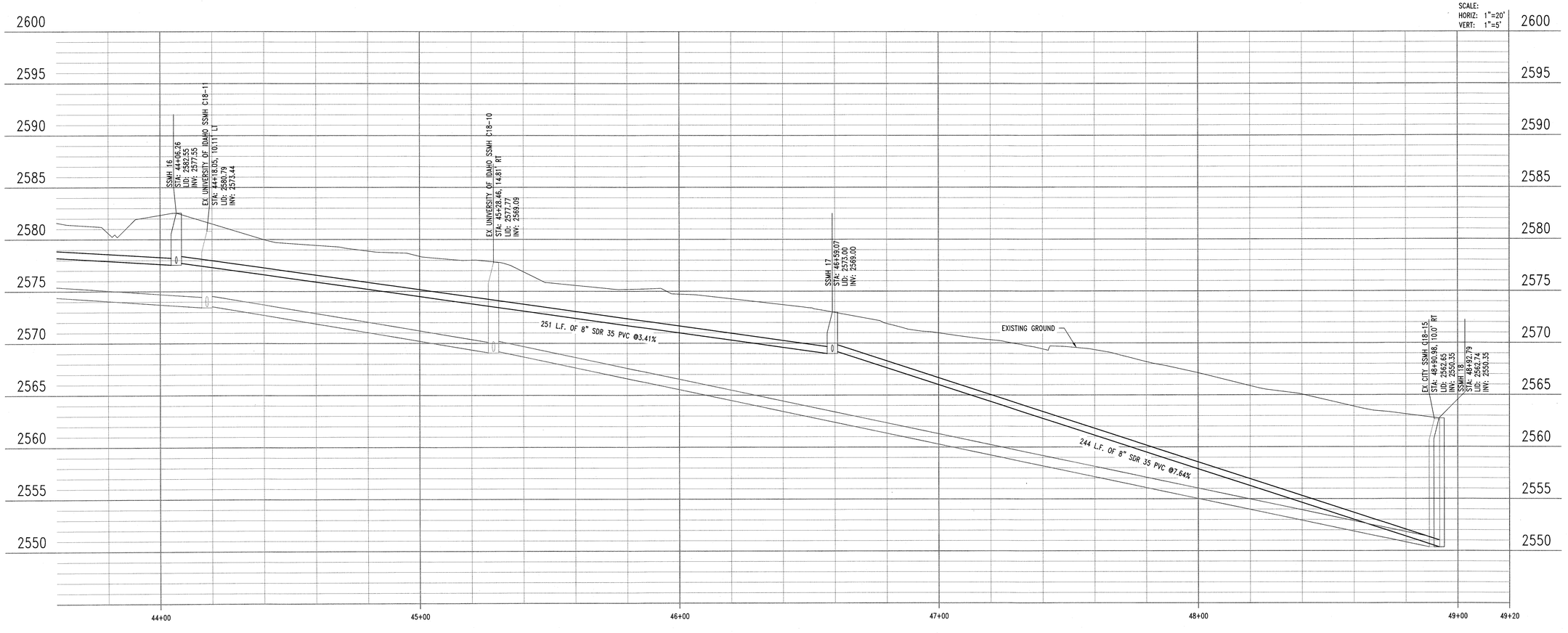

PLAN AND PROFILE 9 - STA. 43+60 TO STA. 48+88

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PLAN AND PROFILE 9 – STA. 43+60 TO STA. 48+88
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STREET ADDRESS
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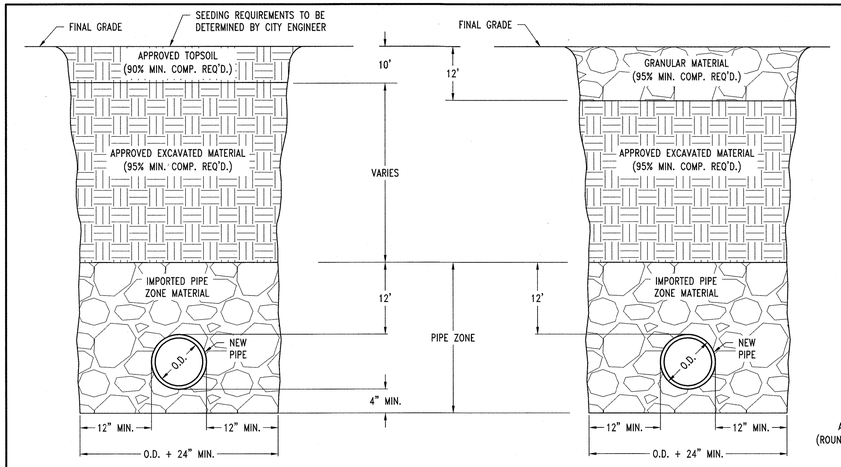
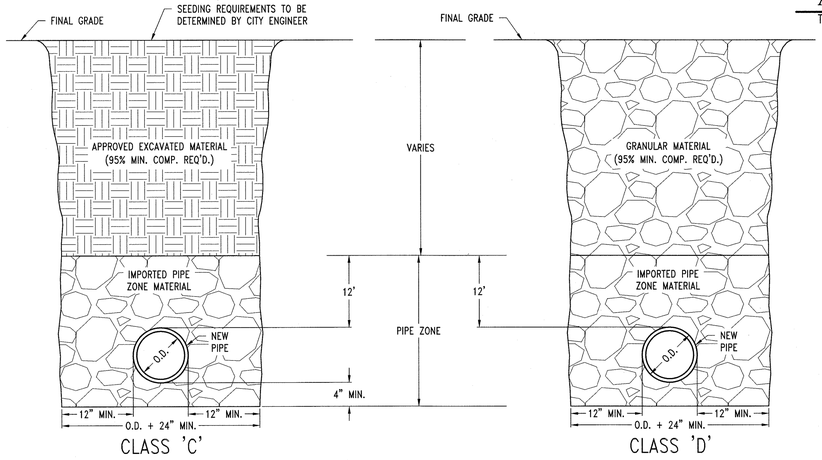
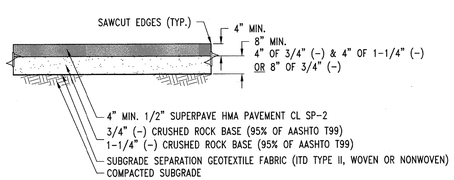


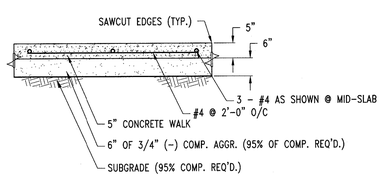
CLASS A & B BACKFILL
TYPICAL SECTION — NTS — 1 / C12



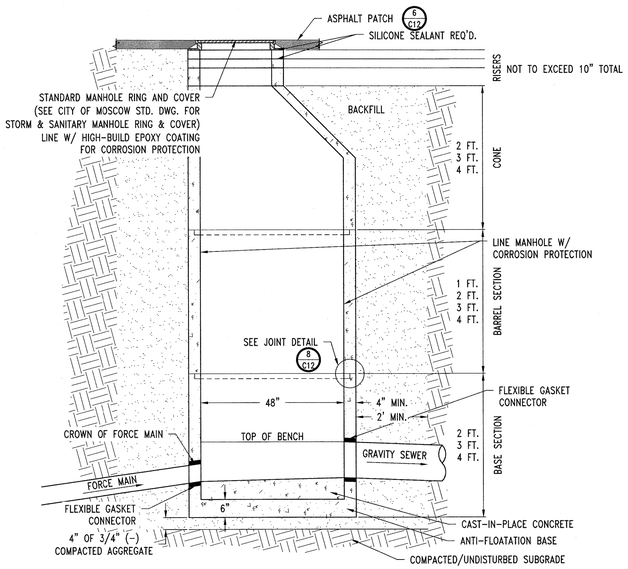
CLASS C & D BACKFILL
TYPICAL SECTION — NTS — 2 / C12



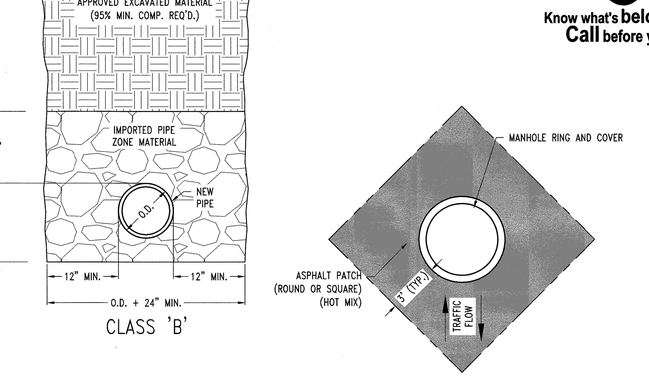
ASPHALT PAVEMENT PATCH SECTION
TYPICAL SECTION — NTS — 3 / C12



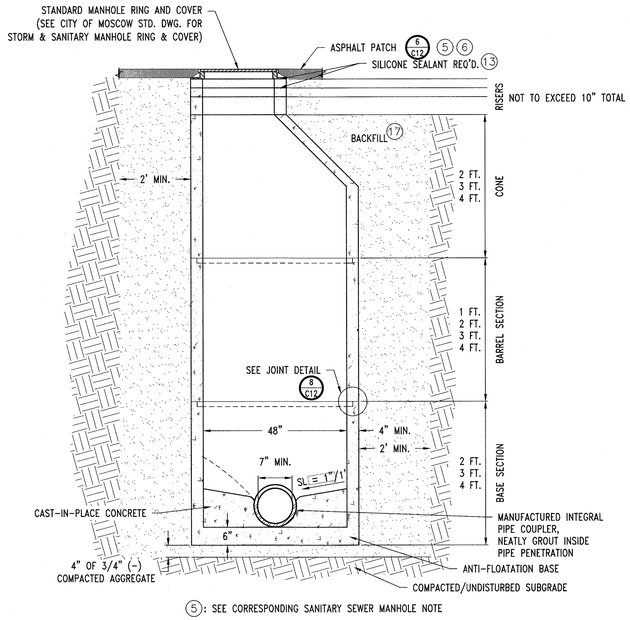
SIDEWALK PATCH SECTION
TYPICAL SECTION — NTS — 4 / C12



TRANSITION MANHOLE
FORCE MAIN TO GRAVITY SEWER — NTS — 5 / C12

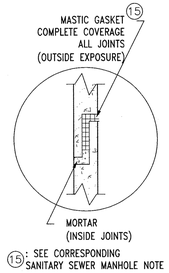


ASPHALT PATCH DETAIL
TYPICAL SECTION — NTS — 6 / C12



(5): SEE CORRESPONDING SANITARY SEWER MANHOLE NOTE

48-IN. STANDARD MANHOLE WITH PRECAST BASE
NTS — 7 / C12



(15): SEE CORRESPONDING SANITARY SEWER MANHOLE NOTE

JOINT DETAIL
TYPICAL SECTION — NTS — 8 / C12

GENERAL NOTES

1. ALL WORK TO BE IN ACCORDANCE WITH CITY OF MOSCOW STANDARDS.
2. UNDERGROUND UTILITIES SHOWN ON THESE DRAWINGS ARE NOT GUARANTEED ACCURATE OR COMPLETE. CALL 811 FOR UTILITY LOCATES BEFORE BEGINNING CONSTRUCTION.
3. ALL CONSTRUCTION MUST COMPLY WITH STATE OF IDAHO STANDARDS FOR DRINKING WATER SYSTEMS AND WITH THE STATE OF IDAHO DEPARTMENT OF ENVIRONMENTAL QUALITY CRITERIA FOR SEWAGE WORKS DESIGN.
4. THE OWNER IS RESPONSIBLE FOR EROSION AND SEDIMENT CONTROL IN ACCORDANCE WITH ALL LOCAL, STATE, AND FEDERAL ORDINANCES, POLICIES AND LAWS. AN APPROVED EROSION CONTROL PLAN IS PROVIDED AS PART OF THESE CONSTRUCTION DRAWINGS.
5. MAXIMUM DENSITY AND OPTIMUM MOISTURE CONTENT WILL BE DETERMINED USING AASHTO T99 EXCEPT AS NOTED. IN PLACE DENSITY AND MOISTURE CONTENT SHALL BE DETERMINED BY ASTM D 2922 (NUCLEAR DENSOMETER).
6. THE DEVELOPER'S ENGINEER TO FURNISH DESCRIPTIONS FOR ALL PUBLIC UTILITY EASEMENTS OUTSIDE THE BOUNDARY OF THE PLAT. THE CITY WILL PREPARE THE EASEMENT DOCUMENTS.

ROADWAY

1. ALL BACKFILL AND SUBGRADE IN PUBLIC STREET SECTION SHALL BE COMPACTED TO 95% OF MAXIMUM DENSITY.
2. SEE TYPICAL SECTION 3 THIS SHEET.
3. ADJUST ALL MANHOLES AND WATER VALVE BOXES TO FINISHED GRADE PRIOR TO PAVING.
4. ALL OFFSET DIMENSIONS ARE FROM INDICATED STATION LINES UNLESS OTHERWISE NOTED.
5. STREET MONUMENTS SHALL BE SET BY ENGINEER IN CASINGS PROVIDED AND SET BY CONTRACTOR. ENGINEER SHALL MARK LOCATION OF CASINGS FOR CONTRACTOR.
6. ALL CUT OR FILL SLOPES ON STREET RIGHTS-OF-WAY SHALL BE MULCHED TO PREVENT EROSION.
7. ALL CURB RADII AT INTERSECTIONS TO BE 25 FEET, PER CITY STANDARD, UNLESS SPECIFICALLY NOTED OTHERWISE.

CLASS A & B BACKFILL

1. CLASS 'A' BACKFILL SHALL BE USED IN AREAS WHERE THERE IS TO BE RE-VEGETATION AND SOME TRENCH SETTLEMENT MAY BE TOLERATED.
2. CLASS 'B' BACKFILL MAY NOT BE CONSTRUCTED WITHIN THE PUBLIC RIGHT-OF-WAY AND HAS LIMITED APPLICATION – REFER TO THE CITY OF MOSCOW STANDARD CONSTRUCTION SPECIFICATIONS.
3. CONTRACTOR SHALL COMPLY WITH THE MOST CURRENT OSHA REQUIREMENTS FOR EXCAVATIONS.
4. BACKFILL SHALL COMPLY WITH THE REQUIREMENTS OF THE CITY OF MOSCOW STANDARD CONSTRUCTION SPECIFICATIONS.

CLASS C & D BACKFILL

A. CLASS 'C' BACKFILL SHALL BE USED IN AREAS WHERE ASPHALT PAVEMENT, CONCRETE CURB, SIDEWALK, DRIVEWAY, OR GRAVEL SURFACING IS NOT ANTICIPATED AND WHERE TOPSOIL IS NOT REQUIRED.

B. CLASS 'D' BACKFILL IS FOR AREAS WHERE ASPHALT PAVEMENT, CONCRETE, CURB, SIDEWALK, OR GRAVEL SURFACING IS EXISTING OR ANTICIPATED.

C. CONTRACTOR SHALL COMPLY WITH THE MOST CURRENT OSHA REQUIREMENTS FOR EXCAVATIONS.

D. BACKFILL SHALL COMPLY WITH THE REQUIREMENTS OF THE CITY OF MOSCOW STANDARD CONSTRUCTION SPECIFICATIONS.

SANITARY SEWER MANHOLE

1. PRECAST BASES WITH INTEGRAL PIPE COUPLERS ARE PREFERRED.
2. MANHOLES SHALL BE CONSTRUCTED WATERTIGHT AND TESTED PER CITY OF MOSCOW STANDARD CONSTRUCTION SPECIFICATIONS.
3. STEPS SHALL NOT BE INSTALLED IN THE MANHOLES.
4. DROP CONFIGURATION IS USED WHEN THE ENTRANCE PIPE EXCEEDS TWO FEET (2') ABOVE THE TOP OF THE EXIT PIPE AND ONLY WITH PERMISSION OF THE CITY ENGINEER. DROP PIPE PENETRATIONS SHALL BE NEATLY MORTARED. DROP CONFIGURATION NOT ALLOWED IN NEW MANHOLE INSTALLATIONS.
5. MANHOLES LOCATED IN PAVED AREAS SHALL HAVE ASPHALTIC PATCH FOUR INCHES (4") THICK PLACED IN TWO LIFTS TO EXACT LINE AND GRADE OF STREET. MANHOLE RING SHALL BE 1/4" BELOW FINISHED PATCH.
6. MANHOLES LOCATED IN UNPAVED STREETS OR ALLEYS SHALL HAVE LID ADJUSTED TWO INCHES (2") BELOW GRAVEL SURFACE.
7. ALL CAST-IN-PLACE CONCRETE SHALL BE TROWELED SMOOTH.
8. ALL JOINTS BETWEEN PRECAST MANHOLE/SECTIONS SHALL BE SEALED WITH MASTIC GASKETS AND FINISHED WITH MORTAR.
9. ALL FLOW ACROSS MANHOLES SHALL BE ONE-TENTH OF A FOOT (0.1'), UNLESS THE FLOW CHANGES DIRECTION MORE THAN 45°, THEN THE FALL SHALL BE TWO-TENTHS OF A FOOT (0.2') OR GREATER.
10. MANUFACTURED WATERTIGHT MANHOLE COUPLINGS REQUIRED AT ALL PIPE PENETRATIONS.
11. CHANNELS SHALL BE PER CITY OF MOSCOW MANHOLE BASE DETAILS STANDARD DRAWING.
12. SHALLOW MANHOLES MAY BE CONSTRUCTED WITH FLAT-TOP PRECAST LIDS, AS APPROVED BY THE CITY ENGINEER.
13. SEAL BETWEEN RISER AND CONE, RISER AND RISER, AND RISER AND FRAME WITH TWO PARALLEL 3/8" DIAMETER BEADS OF SILICONE SEALANT.
14. WHERE NEW MANHOLES ARE CONSTRUCTED ON EXISTING MAINS, OR WHERE EXISTING MANHOLES ARE MODIFIED, ALL PIPE PENETRATIONS SHALL ALSO BE SEALED ON THE EXTERIOR BY THE CAREFUL AND AMPLE APPLICATION(S) OF NON-SHRINK GROUT. GROUTABLE MANUFACTURED COLLARS SHALL BE USED ON NEW PIPES WHERE THEY ENTER EXISTING MANHOLES.
15. MANUFACTURER'S STANDARD O-RING JOINT ALSO ACCEPTABLE ALTERNATE TO THE STANDARD MASTIC GASKET AND MORTAR JOINTS AS SHOWN.
16. CONTRACTOR SHALL COMPLY WITH THE MOST CURRENT OSHA REQUIREMENTS FOR EXCAVATIONS.
17. BACKFILL AROUND MANHOLES SHALL BE CLASS 'D' FOR ALL ROADWAYS AND ALLEYS; CLASS 'A' FOR ALL OTHER LOCATIONS UNLESS SPECIFICALLY ALLOWED OR DIRECTED OTHERWISE BY THE CITY ENGINEER.

STORM & SANITARY SEWER

1. THE CITY OF MOSCOW IS OPERATOR OF WATER AND SEWER FACILITIES SERVING THIS DEVELOPMENT.
2. ALL TRENCH AND FOUNDATION EXCAVATIONS GREATER THAN FOUR FEET DEEP SHALL HAVE SLOPES OF 1.5:1 (HORIZONTAL TO VERTICAL) OR, BRACING OR SHORING SHALL BE PROVIDED IN ACCORDANCE WITH OSHA AND OTHER APPROPRIATE LOCAL CODES.
3. ALL SATURATED, LOOSE, OR DISTURBED SOIL SHALL BE REMOVED FROM THE BOTTOM OF UTILITY TRENCHES PRIOR TO PLACEMENT OF PIPE BEDDING. PIPE BEDDING AND TRENCH BACKFILL SHALL BE PLACED IN ACCORDANCE WITH CITY OF MOSCOW STANDARDS.
4. SEWER STUBS SHALL BE INSTALLED AT A MINIMUM SLOPE OF 1/4" PER FOOT, AND CONNECTED TO MAINS USING MANUFACTURED WYES.
5. SANITARY SEWER STUBS SHALL BE TERMINATED BY PROVIDING AN ELBOW AND CAPPED RISER TO 12" MINIMUM ABOVE FINISHED GRADE. TERMINATE AT PROPERTY LINE. MATERIAL SHALL BE GREEN (SDR 35) PVC. WRAP 'SEWER' LOCATE TAPE ON ENDS; TAPE FURNISHED BY CONTRACTOR.
6. FOUNDATION DRAIN STUBS SHALL BE TERMINATED BY PROVIDING AN ELBOW & CAPPED RISER TO 12" MINIMUM ABOVE GRADE. TERMINATE AT PROPERTY LINE. MATERIAL SHALL BE WHITE PVC. WRAP 'STORM SEWER' LOCATE TAPE ON ENDS; TAPE FURNISHED BY CONTRACTOR.
7. ALL STORM AND SANITARY SEWER LINES SHALL HAVE 2.0' MINIMUM COVER.
8. USE ECCENTRIC CONES EXCEPT WHEN SPECIFICALLY APPROVED BY THE ENGINEER. PLACE THE CONE ENTRY HOLE ABOVE THE OUTLET PIPE. FLAT TOPS ARE NOT ALLOWED WITHOUT APPROVAL OF THE ENGINEER.
9. SANITARY SEWER PIPE (SS): ALL SS PIPE TO BE SDR 35, PVC (GREEN), UNLESS OTHERWISE NOTED.
10. STORM SEWER PIPE (SD): ALL SD PIPE TO BE SDR 35, PVC (WHITE), UNLESS OTHERWISE NOTED.

SEPARATION OF WATER AND SEWER

A. WATER AND SEWER (SANITARY OR STORM) MAINS SHALL BE SEPARATED BY A HORIZONTAL DISTANCE NO LESS THAN TEN (10) FEET. IN ANY INSTANCE WHERE SUCH SEPARATION IS NOT ACHIEVABLE, THE FOLLOWING STANDARDS SHALL BE MET:

I. THE WATER AND SEWER MAINS SHALL BE SEPARATED BY AT LEAST SIX (6) HORIZONTAL FEET MEASURED BETWEEN THE OUTSIDE WALLS OF THE PIPES, AND THE SEWER MAIN SHALL BE CONSTRUCTED TO WATER MAIN STANDARDS AT ALL SUCH POINTS; AND

II. THE WATER MAIN SHALL BE A MINIMUM OF EIGHTEEN (18) INCHES ABOVE THE SEWER MAIN.

B. THE REQUIREMENTS FOR THE VERTICAL SEPARATION OF WATER AND SEWER MAINS ARE AS FOLLOWS:

I. AT ANY POINT WHERE THE SEWER AND WATER MAINS CROSS, THEY SHALL BE SEPARATED BY A VERTICAL DISTANCE OF NO LESS THAN EIGHTEEN (18) INCHES.

II. AT ANY POINT WHERE THE SEWER MAIN CROSSES ABOVE THE WATER MAIN THE SEWER MAIN SHALL BE SUPPORTED TO MAINTAIN LINE & GRADE.

III. AT ANY POINT WHERE THE SEWER AND WATER MAIN CROSS, THE CROSSING SHALL BE ARRANGED SO THAT THE WATER MAIN JOINTS WILL BE EQUAL DISTANCE AND AS FAR AS POSSIBLE FROM THE SEWER MAIN JOINTS.

IV. IF THE WATER MAIN IS BELOW THE SEWER MAIN, THE SEWER MAIN SHALL BE CONSTRUCTED OF MATERIALS CONFORMING TO WATER MAIN STANDARDS AND PRESSURE TESTED TO 150 PSI TO ASSURE WATER TIGHTNESS PRIOR TO BACKFILLING IF THE EIGHTEEN (18) INCH VERTICAL SEPARATION CANNOT BE MAINTAINED.

V. IN LIEU OF CONSTRUCTING (OR RECONSTRUCTING) A NON-POTABLE WATER MAIN DUE TO LESS THAN EIGHTEEN (18) INCHES OF VERTICAL SEPARATION FROM A POTABLE WATER MAIN, EITHER THE NON-POTABLE MAIN OR THE POTABLE WATER MAIN MAY BE ENCASED WITH A SLEEVING MATERIAL ACCEPTABLE TO DEQ FOR A DISTANCE OF TEN (10) HORIZONTAL FEET ON BOTH SIDES OF THE CROSSING.

TRANSITION MANHOLE

1. COAT INTERIOR OF FORCE MAINS 100 FEET PRIOR TO ENTERING TRANSITION MANHOLE. COAT INTERIOR OF GRAVITY SEWERS FROM TRANSITION MANHOLE TO THE FOLLOWING MANHOLE.
2. ELEVATION OF GRAVITY SEWER INVERT SHALL BE MINIMUM 1" ABOVE ELEVATION OF FORCE MAIN CROWN.
3. PROVIDE SMOOTH UPWARD SLOPING CHANNEL FROM FORCE MAIN TO GRAVITY SEWER.

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Moscow Idaho 83843
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PROFESSIONAL ENGINEER LICENSED 13384 12-17-20 STATE OF IDAHO SCOTT BECKER

APPALOOSA COURT SEWER LINE
GENERAL NOTES AND DETAILS
RUSTY OLPS
STREET ADDRESS
MOSCOW, IDAHO
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Drafted by:	DW
Checked by:	SB
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UNIVERSITY OF IDAHO

SUBJECT
Dining Services Contract

REFERENCE

December 1988	Idaho State Board of Education (Board) Approved contract with Marriott Corporation beginning effective January 1, 1989.
February 2010	Board approval of contract with Sodexo America, LLC
February 2015	Board approval of contract with Sodexo America, LLC
April 2017	Board approval of dining services contract revision with Sodexo America, LLC

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.C.2.a. and V.I.3.

BACKGROUND/DISCUSSION
Since 1989, the University of Idaho (UI) has been contracting with Sodexo America, LLC, or its predecessor entities (originally Marriott Management Services Corporation), for the institution's food service. In anticipation of the expiration of the current contract, U of I issued an RFP for dining services. Four (4) national firms responded to the RFP, and from these responding firms, the RFP selection committee has recommended the proposal of Compass Group USA, Inc. through its Chartwells Higher Education Division (Chartwells) as the best proposal for UI.

U of I looks forward to a new relationship and fresh ideas from Chartwells. The University and Chartwells have negotiated, subject to approval by the Board, the terms of a contract for dining services as set out in Attachment 1 hereto. As part of this process U of I has worked with Chartwells and University bond counsel to ensure that the terms of this contract qualify for the safe-harbor under the Internal Revenue Service regulations governing private business operations in facilities funded with tax exempt bonds.

IMPACT
The initial term of the proposed contract is 5 years, with the option for renewal upon mutual agreement of the parties for one additional term of 5 years. Under the terms of the proposed contract, and in order to fit within the Internal Revenue

Service safe harbor rules, UI will be responsible for the costs of operating the dining services and Chartwells will be entitled to a management fee calculated at 4% of net sales. From this fee, 25% of the fee, (1% of net sales) will be subject to Chartwells meeting performance standards to be established by the parties. The parties will meet annualy to agree on these standards for the upcoming year and currently anticipate the standards will focus on areas related to student satisfaction, sanitation, reduction of waste and local purchasing.

In addition, Chartwells proposes to commit to an initial investment of $3,072,274 in improvements to the U of I's dining facilities. See Attachment C to the proposed contract. This investment will be amortized on a straight-line bases over 10 years, however, so long as the contract remains in effect, the amortization will be taken from the management fee paid to Chartwells and will not be an additional charge to UI. In the event the contract ends prior to the end of 10 years, UI will be responsible to pay Chartwells the unamortized balance to compensate for the benefit of the improved facilities.

Based on enrollment assumptions consistent with past experience, UI projects revenues in excess of direct expenses (including the Chartwells fee) of $6,919,805 over the initial 5 year term of the contract. To illustrate this, Attachment 2 contains an itemized two year projection of Net Revenues and Costs (including Management Fee). Funds from any excess revenues are used to support dining and housing services at the U of I.

ATTACHMENTS

Attachment 1 – Proposed Contract
Attachment 2 – Two Year Projections

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho issued a Request for Proposal (RFP) and evaluated the proposal with a view to meeting safe-harbor guidelines. The plan ensures profitability for the University of Idaho and creates an initial investment in the dining facilities. Staff recommends approval.

BOARD ACTION

I move to approve the proposed agreement between the University of Idaho and Compass Group USA, Inc., in substantial conformance to the form submitted to the Board in Attachment 1, and to authorize the Vice President for Finance to execute the agreement and any necessary supporting documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO
AGREEMENT NUMBER UI- 866

The University of Idaho (hereinafter called the University) hereby awards to Compass Group USA, Inc., by and through its Chartwells Higher Education Division (hereinafter called the Contractor) Agreement number UI-866 to furnish dining services to the University, as specified in University of Idaho Request for Proposals Number 21-08M, in accordance with the terms and conditions of the Request for Proposals.

This Agreement is supplemented by a) University of Idaho Request for Proposals Number xx-xx; b) Contractor Attachments A through D attached hereto; and c) University of Idaho General Terms and Conditions, as modified, which have been agreed to by the parties and by this reference are made a part hereof as though fully set forth herein. To the extent such terms, conditions, or provisions may be in conflict or be inconsistent, their order of authority shall be as follows: 1) University of Idaho Agreement Number UI- 866 ; 2) Contractor Attachments A through D attached hereto; 3) Exhibit A (General Contractual Terms and Conditions), as modified, attached hereto; and 4) University of Idaho Request for Proposals Number 21-08M (exclusive of Appendices B, D, F and I).

1.1 NOTICES

Any notice under this Agreement shall be in writing and be delivered either in-person, delivery service, facsimile, or certified mail. 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:	University of Idaho Contracts & Purchasing Services 1028 West Sixth Street Moscow, Idaho 83844-2006 Attn.: Julia R. McIlroy Facsimile: (208) 885-6060 Email: juliam@uidaho.edu
the Contractor:	Name: Compass Group USA, Inc. d/b/a Chartwells Attn: CEO Address: 2 International Drive City/State: Rye Brook, New York 10573 Facsimile: (914) 935-5553 Email: lisa.mceuen@compass-usa.com
With copy to:	Compass Group USA, Inc. Attention: General Counsel 2400 Yorkmont Road Charlotte, North Carolina 28217 Facsimile No. (704) 329-4010

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.

1.2 RFP PRICE

The bid price shall include everything necessary for the prosecution and completion of this Agreement, including, but not limited to, furnishing all materials, equipment, management, superintendence, labor, and service, except as otherwise provided in this Agreement. Prices quoted on the Bid Form shall include all freight and/or delivery charges. In the event of a discrepancy between the unit price and the total price, the unit price will govern and the total price will be adjusted accordingly. The bid price is as described in Contractor Attachment B (Cost of Service).

1.3 TERM OF AGREEMENT

The initial term of this agreement shall be five (5) years, commencing upon the date of execution by the University. The term of this agreement may, if mutually agreed, be extended by five (5) years, for one (1) time, provided the Contractor receives written notice of each extension at least thirty (30) days prior to the expiration date of such term or extension. During extension periods, all terms and conditions of this Agreement shall remain in effect.

1.4 CONTINUATION DURING DISPUTES

The Contractor agrees that, notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

1.5 ENTIRE AGREEMENT

This Agreement constitutes the entire Agreement between the parties. No change thereto shall be valid unless communicated in writing in the stipulated manner and signed by the University and the Contractor.

1.6 MODIFICATIONS TO RFP TERMS

The contract terms under Section 6 GENERAL CONTRACTUAL TERMS AND CONDITIONS, Section 7 INDEMNITY, RISKS OF LOSS, INSURANCE, and under "UNIVERSITY OF IDAHO GENERAL TERMS AND CONDITIONS" as contained in the RFP have been modified by agreement of the parties. Exhibit A (General Contractual Terms and Conditions) attached hereto contains the entirety of these agreed upon terms and, for purposes of this contract, supercedes the entirety of the aforementioned Sections 6 and 7 and "UNIVERSITY OF IDAHO GENERAL TERMS AND CONDITIONS " of the RFP.

The effective date of this contract is ___

UNIVERSITY OF IDAHO		CONTRACTOR	
SIGN	_____	SIGN	_____
PRINT	_____	PRINT	_____
TITLE	_____	TITLE	_____
DATE	_____	DATE	_____

Exhibit A
General Contractual Terms and Conditions
(Pages 5 through 15)

EXHIBIT A

SECTION 6 - GENERAL CONTRACTUAL TERMS AND CONDITIONS

6-1 Intentionally Blank

6-2 ASSIGNMENT

No assignment of this Agreement or of any right accruing under this Agreement shall be made, in part or in whole, by Contractor without the written consent of the University. Notwithstanding any assignment, Contractor shall remain fully liable on this Agreement and shall not be released from performing any of the terms, covenants, and conditions of this Agreement.

6-3 TERMINATION FOR CONVENIENCE

A. Termination by University. The University may terminate this Agreement, in whole or in part, at any time with thirty (30) days' written notice to the Contractor. The Contractor shall be paid its costs of services up to date of termination pursuant to this Contract including, but not limited to Attachments B and C. The Contractor shall promptly submit its termination claim for payment. If the Contractor has any property in its possession belonging to the University, the Contractor will account for the same and dispose of it in the manner the University directs.

B. Termination by Contractor. If Contractor desires to terminate this Agreement for convenience before it expires, contractor shall give at least one hundred twenty (120) days' written notice in advance and such termination shall be effective only at the close of a semester (e.g. fall, spring, or summer) following the minimum 120 day notice period. By way of example, if Contractor provides notice of termination to the University on December 31, 2021, the termination would not be effective until June 30, 2022 (e.g. the end of spring semester 2022).

6-4 TERMINATION FOR DEFAULT

If either party does not deliver the materials in accordance with the delivery schedule, or if the Contract is for services and either party fails to perform in the manner called for in the Contract, or if either party fails to comply with any other provisions of the Contract, the the party claiming such failure shall give a written notice of such breach. If the breach has not been corrected within forty-five (45) days from such notice, the non-breaching may may terminate this Contract ten (10) days after the end of said period. The Contractor will be paid its costs services up to date of termination pursuant to this Contract including, but not limited to Attachments B and C. The Contractor shall promptly submit its termination claim for payment.

6-5 INDEMNIFICATION

A. To the fullest extent permitted by law, Contractor shall indemnify, defend and hold the University and the State of Idaho harmless from any and all losses, damages or expenses, including reasonable attorneys' fees, arising out of or resulting from claims or actions for bodily injury, death, sickness, property damage or other injury or damage caused by any negligent act or omission of such Contractor, any willful misconduct of Contractor, or any breach by Contractor of its obligations under this Agreement.

B. The right of a Party or the State of Idaho (the "Indemnified Party") to indemnification under this Agreement shall be conditioned upon the following: prompt written notice to the Party obligated to provide indemnification (the "Indemnifying Party") of any claim, action or demand for which indemnity is claimed; control of the investigation, preparation, defense and settlement thereof by the Indemnifying Party; and such reasonable cooperation by the Indemnified Party, at the Indemnifying Party's request and expense, in the defense of the claim. The Indemnified Party shall have the right to participate in the defense of a claim with counsel of Indemnifying Party's choice and at its expense. The Indemnifying Party shall not, without the prior written consent of the Indemnified Party (which shall not be unreasonably withheld), settle, compromise or consent to the entry of any judgment that imposes any liability upon the Indemnified Party.

C. University's Responsibility for Wrongfule and Negligent Acts. The University acknowledges and agrees it is responsible for negligent or wrongful acts committed by the University or by its employees or agents arising out performance under the terms of this agreement, and that the University may be found liable to persons injured by any such individual wrongful act or acts, including liability to the Contractor. University's liability for negligent or wrongful acts is governed by the Idaho Tort Claims Act (Act), Idaho Code, §§ 6-901 – 6-929, including limitations of liability to no more than $500,000 for any one occurrence or accident, as set forth in the Act. University's liability coverage is self-funded by the State of Idaho and administered by the State of Idaho Risk Management Program pursuant to the terms of the Act.

6-6 APPLICABLE LAW AND FORUM

This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

6-7 LAWS, REGULATIONS AND PERMITS

The Contractor shall give all notices required by law and comply with all applicable Federal, State, and local laws, ordinances, rules and regulations relating to the conduct of the work. The Contractor shall be liable for all violations of the law in connection with work furnished by the Contractor, including the Contractor's subcontractors.

6-8 GENERAL QUALITY

All of the Contractor's work shall be performed with the highest degree of skill and completed in accordance with the Agreement.

6-9 PROOF OF COMPLIANCE WITH AGREEMENT

In order that the University may determine whether the Contractor has complied with the requirements of the Agreement, the Contractor shall, at any time when requested, submit to the University properly authenticated documents or other satisfactory proofs as to compliance with such requirements.

6-10 PAYMENT AND ACCEPTANCE

Except as otherwise provided herein, payments shall be due and payable within (30) days after acceptance of such goods or services or after receipt of properly completed invoice, whichever is later. No advance payment shall be made for goods or services furnished pursuant to this Agreement.

6-11 CONTINUATION DURING DISPUTES

The Contractor agrees that notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

6-12 Intentionally Blank.

6-13 INTEGRATION

This Agreement constitutes the entire Agreement between the parties. No change thereto shall be valid unless in writing communicated in the stipulated manner, and signed by the University and the Contractor.

6-14 BINDING EFFECT

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

6-15 APPROPRIATIONS CLAUSE

If the term of this Agreement is longer than one year, the University's obligations and liabilities hereunder are subject to the appropriation of funds from the State of Idaho, which appropriation shall be in the State of Idaho's sole discretion, from revenues legally available to the University for the ensuing fiscal year for the purposes of this Agreement. If the State of Idaho does not appropriate the funds for the purpose of this Agreement, the Agreement shall terminate and neither party shall have any further obligations hereunder (except for repayment of any unamortized funds as set forth in Attachment C).

6-16 IRS SECTION 501(C)(3) AND SECTION 115 CONSIDERATIONS

If any provision of this Agreement may cause the University to lose its status as an Internal Revenue Code Section 501(c)(3) corporation, this Agreement shall be voidable. In the alternative, at the sole option of the University, the offending provision(s) shall be modifiable such that the provision(s) will no longer cause the University to lose its status as a 501(c)(3) corporation. The terms of the modification shall be subject to agreement in writing by all parties.

6-17 COMPLIANCE WITH GOVERNOR'S EXECUTIVE ORDER

In the event any provision of this Agreement shall cause the University to be in violation of any of the Governor of Idaho's Executive Orders, then this Agreement shall be revised, as mutually agreed upon by the parties, such that the University can comply with the Governor of Idaho's Executive Orders.

6-18 DEBARRED, SUSPENDED OR EXCLUDED

All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Contractor warrants that neither Contractor or its principals is presently debarred, suspended or proposed for debarment by the Federal Government.

6-19 NON-USE OF NAMES AND TRADEMARKS

Contractor shall not use the name, trade name, trademark, or other designation of the University, or any contraction, abbreviation, or simulation any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

6-20 Intentionally Blank

6-21 CONTRACTOR REPRESENTATIONS

Contractor represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to provide the equipment and goods, complete the services, and perform its obligations required hereunder; (b) that it is able to furnish any of the plant, tools, materials, supplies, equipment, and labor required to complete the services required hereunder and perform all of its obligations hereunder and has sufficient experience and competence to do so; (c) that it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and has or will obtain all licenses and permits required by law; and (d) that it has visited the site of the project and familiarized itself with the local conditions under which this Agreement is to be performed.

6-22 REGENTS' APPROVAL

This Agreement may be subject to approval by the Regents of the University of Idaho, and if it is and if such approval is not granted this Agreement shall be void and neither party shall have any further obligations or liabilities hereunder.

6-23 SURVIVAL OF TERMS

The terms and provisions hereof, and all documents being executed hereunder, if any, including, without limitation, the representations and warranties, shall survive this Agreement and shall remain in full force and effect thereafter.

6-24 HEADINGS

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

6-25 ADDITIONAL ACTS

Except as otherwise provided herein, in addition to the acts and deeds recited herein and contemplated to be performed, executed and/or delivered by the parties, the parties hereby agree to perform, execute and/or deliver or cause to be performed, executed and/or delivered any and all such further acts, deeds and assurances as any party hereto may reasonably require to consummate the transaction contemplated hereunder.

6-26 TIME OF ESSENCE

All times provided for in this Agreement, or in any other document executed hereunder, for the performance of any act will be strictly construed, time being of the essence.

6-27 WAIVER

No covenant, term or condition or the breach thereof shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term or condition shall not be deemed to be a waiver of any other covenant, term or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default of any such covenant, term or condition unless otherwise expressly agreed to by the first party in writing.

6-28 FORCE MAJEURE

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

6-29 NO JOINT VENTURE

Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

6-30 INFORMATION TRUE AND CORRECT

All documents, agreements and other information provided to the University by Contractor or which Contractor has caused to be provided to the University are true and correct in all respects and do not omit to state any material fact or condition required to be stated, necessary to make the statement or information not misleading, and there are no other agreements or conditions with respect thereto.

6-31 EQUAL OPPORTUNITY

Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.

6-32 PUBLIC RECORDS

The University is a public agency. All documents in its possession are public records. Proposals are public records and will be available for inspection and copying by any person upon completion of the RFP process. If any Proposer claims any material to be exempt from disclosure under the Idaho Public Records Law, the Proposer will expressly agree to defend, indemnify and hold harmless the University from any claim or suit arising from the University's refusal to disclose any such material. No such claim of exemption will be valid or effective without such express agreement. The University will take reasonable efforts to protect any information marked "confidential" by the Proposer, to the extent permitted by the Idaho Public Records Law. Confidential information must be submitted in a separate envelope, sealed and marked "Confidential Information" and will be returned to the Proposer upon request after the award of the contract. It is understood, however, that the University will have no liability for disclosure of such information. Any proprietary or otherwise sensitive information contained in or with any Proposal is subject to potential disclosure.

6-33 UNIVERSITY'S RULES, REGULATIONS, AND INSTRUCTIONS

Contractor will follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel. The University reserves the right to require the removal of any worker it deems unsatisfactory for any reason, provided such removal in not in violation of any Federal, State, or local law.

6-34 CONFIDENTIALITY OF INFORMATION.

In the course of providing Services hereunder, the Parties may be exposed to trade secrets or other confidential or proprietary information and materials of the other Party which includes, but is not limited to, menus, recipes, signage, food service surveys and studies, management guidelines, procedures, operating manuals and software, all of which shall be identified as confidential ("Confidential Information"). The Parties agree to hold in confidence and not to disclose any Confidential Information during the Term of this Agreement and for two (2) years afterward, except that the Parties may use or disclose Confidential Information: (a) to its employees and affiliates or others to the extent necessary to render any service hereunder, provided that the other Party is first notified of the information that will be provided to any party outside of this Agreement and provided further that such information is disclosed only after such party is required to maintain it in confidence as required hereunder; (b) to the extent expressly authorized by either Party; (c) to the extent that at the time of disclosure, such Confidential Information is in the public domain, or after disclosure, enters the public domain other than by breach of the terms of this Agreement; (d) that is in the possession of either Party at the time of disclosure and is not acquired directly or indirectly from the other Party; (e) that is subsequently received on a non-confidential basis from a third party having a right to provide such information; (f) as required by order during the course of a judicial or regulatory proceeding or as required by a government authority; or g) to the extent disclosure is required under applicable law, including public records laws of the state of Idaho (Sections 74-101 through 74-126, Idaho Code). The Parties agree not to photocopy or otherwise duplicate any Confidential Information without the express written consent of the other Party. Each Party's Confidential Information shall remain the exclusive property of the Party and shall be returned to the other Party upon termination or expiration of this Agreement. In the event of any breach of this provision, the Parties shall be entitled to equitable relief, in addition to all other remedies otherwise available to it at law. This provision shall survive the termination or expiration of this Agreement.

SECTION 7 – RISKS OF LOSS, INSURANCE

7-1 RISK OF LOSS

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Contractor and its subcontractors of any tier shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Contractor. Contractors shall require its subcontractors of any tier to bear the same risk of loss.

7-2 Intentionally Blank

7-3 Insurance

7.3.1 General Requirements

7.3.1.1 Contractor and its subcontractor(s) of any tier are required to carry the types and limits of insurance shown in this insurance clause, section 7.0, and to provide University with a Certificate of Insurance ("certificate"). All certificates shall be coordinated by the Contractor and provided to the University within seven (7) days of the signing of the contract by the Contractor. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. Contractor shall provide thirty (30) days' written notice to University prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Said certificates shall evidence compliance with all provisions of this section 7.0. Exhibit A of this Agreement contains a Request for Certificate of Insurance which shall be given to the insurance broker or agent of the Contractor and its subcontractor(s) of any tier, upon award of bid to Contractor.

7.3.1.2 If a potentially covered claim arises against University, Contractor shall cause its carrier to provide the relevant portions of the applicable policy as needed by University or its counsel to evaluate the applicability of coverage for the claim.

7.3.1.3 All insurance required hereunder shall be maintained in full force and effect with insurers with Best's rating of AV or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage University may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at University's option.

7.3.1.4 All policies except Workers Compensation and Professional Liability shall cover University as Additional Insured. The Additional Insured and Certificate Holder shall be stated as: "State of Idaho and The Regents of the University of Idaho". Certificates shall be mailed to: University of Idaho, Attn.: Risk Management, 875 Perimeter Drive MS2433, Moscow, ID 83844-2433, or email to: risk@uidaho.edu.

7.3.1.5 Failure of University to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Institution to identify a deficiency from evidence that is provided shall not be construed as a waiver of the obligation of Contractor and its subcontractor(s) of any tier to maintain such insurance.

7.3.1.6 No Representation of Coverage Adequacy. By requiring insurance herein, University does not represent that coverage and limits will necessarily be adequate to protect Contractor and its subcontractor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of the Contractor and its subcontractor(s) of any tier under the indemnities granted to University in this Agreement.

8.1.7 Contractor is responsible for coordinating the reporting of claims and for the following: (a) notifying the Institution in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperating completely with University in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent the University from protecting its interests.

7.3.2 Required Insurance Coverage.

A. Contractor shall obtain and maintain insurance for the following risks in such amounts under such policies as follows, it being understood that minimum required policy limits may be provided through a combination pf primary and excess insurance: commercial general liability (no exclusion for food borne illness and contamination) contractual and products-completed operations liability in the amount of One Million Dollars ($1,000,000) each occurrence and Two Million Dollars ($2,000,000) general aggregate; business automobile coverage in the amount of One Million Dollars ($1,000,000) each accident; workers' compensation (including employers' liability coverage in the amount of One Million Dollars ($1,000,000) each accident/each employee/policy limit) in an amount not less than that required by applicable statute; and Liquor Liability in the amount of One Million Dollars ($1,00,000) each common cause and Two Million dollars ($2,000,000) general aggregate.

B. University's liability coverage is self-funded by the State of Idaho and administered by the State of Idaho Risk Management Program pursuant to the terms of the Idaho Tort Claims Act (Act), Idaho Code, §§ 6-901 – 6-929, including limitations of liability to no more than $500,000 for any one occurrence or accident, as set forth in the Act.

C. Each Party has the obligation and responsibility to adequately insure its real and/or personal property against loss or damage caused by fire and extended coverage perils. With respect to loss or damage caused by fire and extended coverage perils, the Parties waive all rights of recovery against each other and their subsidiaries, officers, directors, trustees, volunteers and employees, including subrogation rights, for such loss or damage to the waiving Party.

D. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER FOR SPECIAL, INDIRECT, PUNITIVE, OR CONSEQUENTIAL DAMAGES, OR ANY DAMAGES CONSTITUTING LOST PROFITS, SUFFERED BY EITHER PARTY UNDER THIS AGREEMENT.

7-4 PROTECTION OF MINORS

7.4.1 Contractor is responsible for activities and operations of its employees, directors, subcontractors, agents and volunteers. ontractor is responsible for participants in its programs and

shall have adequate policies and procedures related to prevention and mitigation of physical/sexual abuse/molestation and harassment.

7.4.2 As applicable, Contractor shall maintain and purchase insurance that covers claims arising from activities sponsored by Contractor, but conducted on premises not owned byContractor. Commercial General Liability coverage shall include physical/sexual abuse/molestation and harassment ("abuse") coverage. Limit of liability for abuse coverage shall be at least $1,000,000 general aggregate. This coverage shall be evidenced on the insurance certificate. Certificates must be sent to University of Idaho Risk Management three (3) weeks prior to commencement of operations.

7.4.3 Failure to satisfy above may result, at the University's sole discretion, with immediate termination of this contract, without regard to any other termination provision.

******

Exhibit A – Request for Certificate of Insurance from Contractor*
***If bid is awarded to Contractor**
Page 1 of 2

Give this form to your insurance agent / broker

***Agents/ Brokers: RETURN A COPY OF THESE INSTRUCTIONS WITH YOUR CERTIFICATE*.**

Certificates without a copy of these instructions will not be accepted.

Contractor and its subcontractors of any tier ("Insured") are required to carry the types and limits of insurance shown in this Request, and to provide University of Idaho ("Certificate Holder") with a Certificate of Insurance within seven (7) days of the signing of this Contract.

- Certificate Holder shall read:

  State of Idaho and the Regents of the University of Idaho
  Attn: Risk Management – risk@uidaho.edu
  875 Perimeter Drive MS2433
  Moscow, ID 83844-2433

- Description area of certificate shall read: Attn: Contract for Services

- All insurers shall have a Best's rating of AV or better and be licensed and admitted in Idaho.

- All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Certificate Holder may choose to maintain.

- All policies (except Workers Compensation and Professional Liability) shall name the following as Additional Insured: The Regents of the University of Idaho, a public corporation, state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho.

- Failure of Certificate Holder to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Certificate Holder to identify a deficiency from evidence that is provided shall not be construed as a waiver of Insured's obligation to maintain such insurance.

- Failure to maintain the required insurance may result in termination of this grant or contract at the Certificate Holder's option.

- By requiring this insurance, Certificate Holder does not represent that coverage and limits will necessarily be adequate to protect Insured, and such coverage and limits shall not be deemed as a limitation on Insured's liability under the terms of the grant or contract.

- A copy of this certificate request must be sent with the Certificate.

Required Insurance Coverage. Insured shall obtain insurance of the types and in the amounts described below.

- commercial general liability (no exclusion for food borne illness and contamination) contractual and products-completed operations liability) in the amount of One Million Dollars ($1,000,000) each occurrence and Two Million Dollars ($2,000,000) general aggregate;

- business automobile coverage in the amount of One Million Dollars ($1,000,000) each accident;

- workers' compensation [including employers' liability coverage in the amount of One Million Dollars ($1,000,000) each accident/each employee/policy limit] in an amount not less than that required by applicable statute); and

- Liquor Liability in the amount of One Million Dollars ($1,00,000) each common cause and Two Million dollars ($2,000,000) general aggregate.

If you have additional questions, please contact:

University of Idaho - Risk
Phone: 208-885-7177
Email: risk@uidaho.edu

CONTRACTOR ATTACHMENT A: SCOPE OF WORK
(Pages 17 through 59)

Contract Number:UI-866

CONTRACT FOR

Management of Dining Services

WITH

Chartwells Higher Education

ATTACHMENT A -- Statement of Work

Table of Contents

I. Project Conditions 19
A. Overview 19
B. Pouring Rights 22
II. UNIVERSITY RESPONSIBILITIES 23
A. Dining Services Facilities and Equipment 23
B. Office Space 24
C. Building Utilities 24
D. Audit of Financials, Agreement Compliance, Quality Assurance and Sanitation 25
E. Approval of Personnel 25
F. Insurance 25
G. Security 25
H. Technology 26

I. Compliance & Network Security 26
J. Vehicles and Parking 27
K. Technology and Support Services 27

III. Contractor's Responsibilities 28
A. General Scope of Responsibilities 28
B. Transition Plan 29
C. Compliance with Regulations 29
D. Connecting to the University's Computing Environment 30
E. Systems Management, Software, and Data Processing 31
F. Website 31
G. Annual Business Plan 32
H. Protection of Persons and Property 34
I. Interruption of Services 35
J. Use of Facilities 35
K. Cleaning and Sanitation of Facilities and Equipment 36
L. Maintenance of Dining Services Facilities and Equipment 38
M. Pre-existing Catering Agreements 38
N. Scheduling of Deliveries 38
O. Graphics and Advertising 39
P. Service Formats, Pricing and Portions 39
Q. Menus, Portions, Recipes and Menu Cycle 40
R. Purchasing 40
S. Product Standards 41
T. Contractor's Employees 42
U. Staffing 44
V. Security 45
W. Catering Services 45
X. Performance Metrics and Quality Assurance ..... **Error! Bookmark not defined.**
Y. Meeting Expectations 49
Z. Motor Vehicles 49
AA. Energy Management 49
BB. Marketing and Communications Plan 50
CC. Equipment and Reimbursable Items 51
DD. Small Wares 52
EE. Emergency Services 52
FF. Sustainability 52
GG. Alcohol Service 53
HH. Concessions 54
II. Reporting Section 55
JJ. Miscellaneous 55

IV. Summary Chart Responsibilities 57
A. Summary Chart 57

University grants to Contractor, as an independent contractor, the exclusive right to provide and manage the University's food service program including Catering, concessions, conferences, camps, residential dining, retail dining, and Board Plan food service (collectively, hereinafter referred to as "Services" or "Dining Services") on the campus of the University of Idaho (the "Premises") and the exclusive right to sell to students, employees, guests and other persons at such Premises food products, non-alcoholic beverages and other such articles ("Products") as shall be approved by the University. Contractor shall render the Food Services within the facilities of the Premises, including but not limited to, the food preparation, serving, dining and storage areas ("Dining Service Facilities") designated for the Food Service Program. Attachments A-D are attached here to and incorporated herein by reference.

Project Conditions

Overview

This section contains an outline of the Facilities and Services included in the scope of this Agreement.

The Contractor shall provide the University of Idaho (University) Dining Services. The primary dining market on the campus consists of students who live in traditional campus housing without full-service kitchens. Many of these students have mandatory meal plans required as part of their on-campus housing. The secondary market demand segment consists of students who live in on campus apartments or off campus, as well as faculty and staff. The tertiary dining market segment consists of visitors and guests.

The Contractor is responsible for providing and managing the Dining Services (or, "Services"), at the University of Idaho. The Contractor is expected to have the ability to operate the National Branded concepts currently. The Services include exclusive residential dining, retail dining, and Catering of University-sponsored events on campus including:

- One (1) All-You-Care-To-Eat (AYCTE) residential dining hall:
  - The Eatery at Vandal Village
- Eleven (11) retail dining venues:
  - Idaho Student Union Building – Einstein Bros. Bagels, Chick-fil-A, True Burger and Qdoba
  - Living & Learning Center – Pom & Honey, Ghost Kitchen
  - Convenience Stores –Living & Learning Center Market

- Janssen Engineering Building – One World Café
- Administration Building – One World Café
- JA Albertson Building – Vandals Express

- Concessions – Alcohol only
- Catering services across campus as required;
- Camps and Conferences as required; and
- Scheduling, event setup, Catering and billing of outside sponsored events held on campus.

The above Services and locations are in effect as of the start of the agreement and may change based upon mutual agreement between University and contractor.

All first-year residential students and all students living in Wallace, Theophilus and McConnell are required to have a Residential Meal Plan. Voluntary Meal Plans are available to non-first-year students living in LLCs (Living, Learning Communities), Greek Houses, on-campus apartments, and off-campus as well as faculty and staff.

Meal Plan information and requirements:

Meal plans are purchased from the University along with tuition, room, board and fees.

A dietary accommodation process for students with an approved health issue, who live in the residence halls but request a release from the Meal Plan requirements is in place to determine whether the health issue necessitates exclusion from the Meal Plan requirement or a dietary plan accommodation established with the Contractor.

Students with meal plans with a fixed number of meals per week regain their full complement of meals each Monday before breakfast. Unused meals, at the end of the week, are forfeited at the conclusion of Sunday Late Night.

Unused Declining Balance Funds or Flex Funds can carry over from Fall Semester to Spring Semester only if they have a Spring meal plan. The University will retain unused Declining Balance Funds or Flex Funds at the end of the Spring semester.

Students and parents attending open houses, admission tours, or orientation shall be charged for meals pro rata at the prevailing 19 meal rate.

Students returning early for the fall semester (athletics, band, staff, etc.) shall be charged for meals pro rata at the prevailing 19 meal plan rate.

Meal plans are not transferable, non-refundable, and may not be shared with another student, faculty, or staff member. The card holder is the only one authorized to use the Meal Plan.

Meal plans are contracted on a per semester basis. Unused meals are forfeited at the end of the semester.

Residential dining take-out program: Students will be able to swipe their meal plans and use compostable and reusable takeout containers for breakfast, brunch, lunch and dinner.

There may be students that require a Meal Plan of less than a full semester or session. These meal plans shall be billed to the University on a prorated daily basis. Examples include workshops, inter-sessions, etc.

The Contractor will work in good faith with the University to provide meals during camps and conferences. The menu shall be negotiated and agreed to by the Contractor and the University's Food Service liaison based on the number of participants.

Meal service at the Residence Dining hall shall remain fully operational fifteen (15) minutes beyond the end of dining room access hours.

Meal Plan students required to be off campus for student teaching, training, athletic events, internships, or field trips will be provided with transportable meals by the Contractor. For a period of University-approved absence, it will be a University's responsibility to notify the Contractor in advance of students to be provided with transportable meals.

The residential dining halls will be open for camps/conferences, as required.

A significant number of students are required to be present on campus when school is not in session. For example, athletics, camps, and conferences have meal requirements outside of Operating Days. The Contractor will adhere to the already agreed upon rates for all conferences booked prior to the Contractor's contract start date, then as mutually agreed upon by Agreement thereafter.

The Contractor shall offer menu cycles as submitted in the RFP and approved by the University. Changes to these cycles may be initiated by either the University or the Contractor but must receive approval of the University Dining Liaison prior to implementation, except for the following conditions:

Emergency changes to the menu cycle are permitted only when due to equipment breakdown, delivery shortage, and other unexpected occurrences.

Meal Exchange (A selection of meal options offered by a campus retail dining location in exchange for a single "Meal Plan swipe"or offered at Catering events, in exchange for a single "Meal Plan swipe") are available and provide students with the opportunity to use their meal plans toward select meal or snack packages offered in select campus retail dining locations.

The Summer and break service hours shall be negotiated between the University and the Contractor with The University having the final approval for such schedules.

Pouring Rights

The University currently has a Pouring Rights Agreement with Swire Coca–Cola, USA. Contractor will be required to comply with any future Pouring Rights Agreements. The current agreement between the University and Swire Coca-Cola include but not limited to the following:

92% of all retail beverage availability on campus (whether sold by the University or by third parties). The remaining 8% can be supplied through competitive products not distributed by Swire Coca-Cola but limited to 20-ounce bottle products only.

Swire Coca-Cola, USA will have exclusive beverage vending rights.

Swire Coca-Cola, USA will retain control of cooler merchandising and space allocation in all campus retail locations.

Swire Coca-Cola, USA will have exclusive rights to market and sample beverage products in all campus retail locations and on campus grounds.

UNIVERSITY RESPONSIBILITIES

Dining Services Facilities and Equipment

The Contractor Shall be responsible to report to the University and request needed repairs of cafeteria equipment and the Dining Services Facilities using the University work order system. All requested repairs require prior approval of University in a timely manner. At University's request, Contractor shall coordinate repair of Dining Services Facilities and dining equipment with a University selected third party to maintain Facilities and equipment in a safe condition suitable for its intended use and in compliance with applicable laws.

University will maintain, repair or replace the Dining Services Facilities and equipment owned by them as necessary to maintain the Facilities and equipment in a safe condition suitable for their intended use and in compliance with applicable governmental laws, regulations, codes, and ordinances. Contractor shall be responsible for repairs and replacements, where it has been determined by a University that damages were due to negligence or intentional acts of the Contractor's employees.

The University will retain the right to use any and all of the Facilities for any purpose. Notice shall be given to Contractor prior to usage that is out of the ordinary and impacts Contractor's standard operations.

The University will provide an initial inventory of Products, Smallwares (e.g., China, glassware, flatware and kitchen utensils), and Dining Service equipment.

The University is responsible for the annual cleaning and inspection of hood ducts above the ceiling, plenums and related vents and fans. The University shall be responsible for contracting to remove grease from the grease traps.

The University will be responsible for furniture and audiovisual set-up for campus sponsored events, the cost of which is to be borne by the University,

The University shall furnish and maintain fire alarms and extinguisher equipment and supplies as required by law, regulation or best practices.

Office Space

The University will provide the Contractor with available and adequate office space for its on-site management and administrative personnel, as well as existing office furnishings in these spaces at each campus.

The University is not responsible for any of the office equipment that the Contractor chooses to supply in its assigned office spaces.

Building Utilities

The University shall provide HVAC, electrical, water, sewer, gas, access to telephone, heat, internet access, conditioned air, and ventilation required for the Dining Services operations and equipment at no cost to Contractor.

The University shall provide trash receptacles located in public spaces**.**

The University does not guarantee uninterrupted utility service or building access during emergencies. The University will not be liable for any damages or loss that may result from the interruption or failure of any such utility service, nor any loss of use or lost profit unless such interruption or failure is due to negligence of the University or its employees.

Audit of Financials, Agreement Compliance, Quality Assurance and Sanitation

The University will periodically, with or without advance notification, conduct financial reviews, agreement compliance, quality assurance and sanitation inspections of the food service Facilities and equipment with or without a Contractor's staff member. Consultant inspectors, acting as an agent of the University, shall have complete cooperation and access to all onsite financial records, food service, production, and storage areas for inspections they may conduct to measure performance and participate in external benchmarking.

Contractor will provide to the University, and/or third party as requested, all statistical and operating data required to complete internal and external benchmarking exercises.

The University shall periodically, with or without advance notification, conduct data gathering of customer behavior and satisfaction in order to measure performance and improve Dining Services operations.

Approval of Personnel

The University will have approval authority for all candidates to be assigned to any Dining Services management position. The University will participate in interviews and approval of management candidates prior to acceptance by the Contractor for employment to service this contract.

Insurance

The University will ensure the buildings within which the Dining Services will operate and all University-owned capital equipment and will bear the cost of said insurance.

Security

- The University will provide, through Campus Security/Moscow Police Department security service for dining facilities in the same manner provided for other University campus Facilities. Special security services may be provided upon request by Contractor with Contractor agreeing to fully reimburse the University for such special services.

- The University's Campus Security is a resource and authority in the implementation of security measures, in addition, the University contracts for police services with Moscow Police Department.

The University will provide all locking devices, key cards and keys to Contractor at outset of the Agreement.

Technology

The University owns the hardware and software to produce mag-stripe ID Cards. The University also produces the student ID Cards.

The University will provide a Point of Sale systems (POS) and is responsible for the maintenance and upgrades to the systems. Maintenance and replacement of this hardware will be The University's responsibility. Contractor will have access to the POS.

The University owns the digital signage. The contractor will have access to this digital signage to upload dining information. The Contractor will provide all credit card readers.

Compliance & Network Security

The University will provide basic network security for Contractor-connected devices via network ACLs (Access Control Lists) and University campus firewalls. Nevertheless, the Contractor shall be fully responsible for hard wiring and securing any devices it owns that are connected to the University's network (such as credit card processing systems).

The University reserves the right to require annual security and vulnerability testing of Contractor connected network devices and systems. Fiscal responsibility for this testing shall be borne by the awarded Dining Services Contractor.

Any Contractor provided cashier station or self-service terminal that has the ability to accept credit cards as payment should be part of a system that is Payment Card Industry (PCI) Data Security Standard certified. The Contractor shall be responsible for PCI compliance of their Services and systems.

Contractor upon request and no more than annually, will, supply a current PCI Attestation of Compliance (AOC) verified by a third-party Qualified Security Assessor (QSA) that addresses all credit card process

The University reserves the right to disconnect or quarantine any network devices or systems which do not meet PCI compliance, pose a threat to the University systems or data, or fails to meet University published security standards.

The Contractor is responsible for all credit card processing fees through their own designated third-party credit card processor.

Any customer data that is initially obtained by the University, is property of the University. Any derived data from the University data is also property of the University. The Contractor has permission to use the data as they need in order to provide the Services contracted by the University. The University will authorize the data transferred to the Contractor through the University Vandal Card system (Vandal card integrates housing, food service, and cashless retail into one campus card system, which the University will make available to the contractor). The Contractor must obtain explicit permission to disclose or exchange University data with 3rd parties.

Vehicles and Parking

Parking permits and/or reserved spaces are required on campus for contractor vehicles and personally owned employee vehicles. University of Idaho Parking & Transportation Services has a variety of options available that provide various access across campus. Pricing for permits and spaces for contractor vehicles and personal employee parking will follow the university parking systems annual fee structure.

The University will provide designated parking at or near the primary dining facility for Contractors designated Catering or other food service vehicles, with access to a loading dock as appropriate. There will be no charge to the Contractor for the use of Service vehicles on campus.

Technology and Support Services

In terms of connectivity and support, the University's role will be similar to that of an Internet Service Provider – providing network access to the Contractor. The University will not be responsible for securing the Contractor's system – this will be the Contractor's responsibility. The University will decide if they shall provide the Contractor with University email accounts. The University will

decide if they shall provide the Contractor with University computing accounts, email addresses, or email address forwarding.

The University shall not be responsible for providing any software or licensing to the awarded Contractor, with the exception being the Vandal Card system. The Contractor shall provide any software and licensing for their own systems.

The University shall provide internal and external network connectivity for Contractor devices and systems at specified locations upon request. Wiring and Ethernet port costs for said locations, where not already available, will be paid by the Contractor to the University, or the University-designated wiring installer. All network wiring installation must meet current University IT standards at time of install. Ethernet jacks provided to the Contractor represent a clear demarcation point of responsibility for support. Devices connected to these jacks are solely the responsibility of the Contractor. This being the case, the Contractor shall be responsible for any and all technology support of these devices with the exception of University owned POS.

The University shall provide static IP addresses and fixed DHCP reservations for the awarded Contractor upon request. Devices may use private IP addresses with network address translation (NAT) unless there is a requirement for public IP addresses. It is the responsibility of the Contractor to clearly document any such needs and provide necessary information (i.e., make, model, hostname, MAC Address, etc.) to the University's IT department. All devices must be registered with the University IT before being connected.

The University shall provide inbound firewall policy exceptions for devices with static IP addresses upon receipt of properly documented requests. It is the responsibility of the Contractor to clearly document requested exceptions (source, destination, and ports) and provide them to The University's IT department. Firewall exceptions are subject to approval by University IT Security.

Contractor's Responsibilities

General Scope of Responsibilities

The Contractor shall, at a minimum, provide the Dining Services as set forth in this Agreement in support of the University's Dining Services operations at times and locations as required by the University. Except as specified herein, no other services shall be provided by the Contractor unless agreed to in writing and attached as an amendment to the Agreement.

The Contractor shall have the general duty and responsibility of managing the Dining Services in a good and efficient manner and shall, in a timely manner, in good faith, with due diligence, and for the best interests and benefit of the University, perform its duties and comply with Services as outlined in Section III of this document.

The Contractor is required to operate year-round as required by the University. This includes providing Services for summer camps, conferences, or other periods outside the academic calendar.

The Contractor shall provide all necessary services, supplies, food, labor, and management as an "Independent Contractor," such term as being defined by the Internal Revenue Code.

The Contractor shall have exclusive rights to provide residential dining, Catering and retail dining on the University campus. The Golf retail locations and course are excluded. Exceptions may be granted by the University's Dining Liaison.

Transition Plan

At least 60 days prior to the contract go-live date, Contractor shall provide the University with a detailed, executable transition plan for assuming management of the Dining Services at the University and for the successful transition/opening of the University's Dining Services operations. The transition plan shall be subject to review and approval of the University, who shall retain the authority to make alterations to the plan as deemed necessary to ensure a smooth transition through the start of operations. A tailored Transition Plan shall be developed for the University.

The Contractor shall provide all necessary professional coordination services for implementation of the transition plan at its own cost and expense.

The Contractor shall attend meetings as required by the University to ensure a smooth transition into both summer camp and Dining Service operations. The transition plan shall be implemented such that a July 1, 2021 contract go-live date can be achieved.

Compliance with Regulations

The Contractor and its employees shall comply with University policies concerning conduct, health, harassment, safety, discrimination, smoking, sanitation,

security, and efficient operation of quality Services. University will be responsible to provide contractor with any updates to University policies.

The Contractor and its employees shall comply with applicable governmental laws, regulations, codes and ordinances related to the Services provided by Contractor.

Within twenty-four (24) hours after a governmental inspection Dining Services facility, Contractor shall provide a copy of the inspection report to the University.

The Contractor shall pay to the appropriate governmental authorities' applicable payroll, sales and use taxes, and contributions that may be assessed as a result of providing the Services.

The Contractor agrees to obtain all licenses from the Federal, State, and Local authorities necessary to conduct activities hereunder and further agrees that the Contractor shall, at all times, comply with all Federal, State, and Municipal Laws and Ordinances relative to activities hereunder and all rules and regulations of the Board of Health and Board of Fire Underwriters having jurisdiction over the Premises.

Connecting to the University's Computing Environment

The University shall allow Contractor access to its computer networks at various University locations. The Contractor shall protect the University's information, computer systems, and data communications connections.

The Contractor shall use all means necessary or required by the University to prevent the transmission of any computer virus to any University computer system through Contractor's use of University data communications connections. All computers connected to a University network or any other University computer system or terminal shall have installed thereon virus detection software approved by University. This software shall be properly configured to execute whenever the system is in use.

The Contractor shall consider any password used in accessing the University systems, and any and all information made available to Contractor as a result of having gained access to University systems and resources, to be confidential information. Contractor may disclose confidential information only to users authorized on a "need to know" basis.

The Contractor shall report any known or suspected security breaches that might place University computing resources, data, or information processes at risk.

Systems Management, Software, and Data Processing

The Contractor shall provide management systems, procedures, training support and data processing software applications needed to provide the following:

Catering planning and cost accounting
On-site staffing, employment records and labor relations
Catering per function cost accounting
Operating Statement, budgets and analysis
Statistical data accumulation and analysis
Product purchase, inventory and usage by facility
Quality and sanitation assurance
Menu planning, menu cost estimating and menu printing
Health and safety program equal to or exceeding industry standard
Contractor shall not load any University-owned system on personal computers without written permission

The Contractor shall provide trained personnel to operate the Point-of- Sale units at all Dining Service Facilities.

The Contractor shall pay for the annual maintenance and upgrade fees for the Point - of- Sale System not to exceed $30,000 annually, this expense will be included as an operational expense of the Dining Services.

Website

Contractor, at its expense, shall establish and maintain a custom, high quality, guest interactive, informational website for the University's Dining Services that is linked to the University's website, at a location on the University's website designated by the University.

Contractor's informational websites shall not include any third-party advertising without the prior written permission from the University. At a minimum, the website shall contain information on the following:

Dining locations, days/hours of operation, menus and pricing;

Residential Meal Plan options, pricing and policies;

Voluntary Meal Plan information, promotional materials, and online purchase capability;

Nutritional and wellness education information;

Catering menus, pricing and policies;

Online, interactive software platform for web-based Catering ordering; and

Information and links regarding the Dining Services' sustainability practices, including sources of foods from local farms.

Website information shall be kept current at all times.

The Contractor's website shall be customized for the University to include University brands and logos.

The Contractor shall develop and maintain a downloadable mobile application for the Dining Services. Application will feature dining locations, hours, menus, and other key components as designated by the University.

The University may take such actions as it deems appropriate to maintain the integrity of its website and, accordingly has the right to remove or temporarily restrict access to the Contractor's link at any time. The Contractor shall use its reasonable efforts to advise the University immediately of any activities that may adversely affect a University's website. The University has the full and exclusive right to grant or otherwise permit Contractor to access University's website and use University's site links.

Annual Business Plan

The Contractor shall be responsible for development and implementation of an Annual Plan for The University for the successful continuation of the Dining Services for each year of the Agreement term. The plan should be developed by April 1 of each year. As part of the Annual Plan, the Contractor shall provide the University with a Dining Services assessment that, at a minimum, incorporates the following:

SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats) of current Campus Dining Program;

Evaluation of the University's Dining Services versus best practices in collegiate dining;

A Basket Survey of on-campus retail and Catering pricing in comparison to off-campus competitors and similar higher education institutions, completed by March 1;

Peer campus survey of Meal Plan configuration and rates in comparison to the University;

Based on all of the above, recommendations for service, program and/or policy modifications for the next Fiscal Year, as well as recommended equipment additions, subtractions or replacement;

Student satisfaction data and action steps to improve on the service.

Planning and/or implementation of new dining locations and/or modifications to existing dining operations;

Meal Plan configuration, pricing and policies;

Menus, concepts, pricing, and days of service/hours of operation for all service locations;

Catering menus, pricing and policies;

Summer camp/conference Services menus, pricing and policies;

Detailed marketing plan, with specific revenue enhancement strategies and objectives for mandatory Meal Plan sales, voluntary Meal Plan sales, retail meal sales and Catering sales;

Employee training plan, including budget;

Preventive maintenance suggestions for equipment;

Continuous improvement plan;

Sustainability plan;

Health and wellness program;

Objectives for local agricultural products purchases;

Capital expenditure plan and budget for both Contractor and University provided capital expenditures;

Smallwares expenditure plan and budget for Contractor provided Smallwares;

Catering credits authorized by the University.

Once the final Annual Business Plan is approved by the University, Contractor shall be responsible for complying with the Annual Business Plan and shall not substantially deviate from it without the express written consent of the University. At the close of each academic semester, or more frequently if deemed necessary by the University, Contractor and the University shall meet to review operating results for the Fiscal Year to date, as well as operating plans for the balance of the Fiscal Year.

Should the University request significant changes to a previously approved Annual Business Plan due to changing service needs on campus, such an action will constitute a fair negotiation situation with regard to any required compensation by the University based upon a demonstration of financial need by the Contractor.

Protection of Persons and Property

The Contractor shall exercise due care and diligence to prevent any injury to persons or damage to the facilities, or other property or equipment of the University.

The Contractor shall notify the University of any emergency situation or condition potentially endangering human health or safety, or damage to the Facilities or

other property or equipment of any University. The Campus Security/Moscow Police Department is open and available 24/7.

Contractor will be responsible for the cost for the replacement of lost keys. If a University determines that keys lost by Contractor or its employees could compromise campus security, Contractor will be responsible for paying all costs associated with re-keying designated locations.

Contractor may request the University to re-key the Facilities with Contractor paying any costs of such re-keying.

Interruption of Services

The Contractor shall notify the University immediately if Contractor is aware of an eventuality that may necessitate an interruption or modification of the Services.

Use of Facilities

The Contractor shall obtain written approval from the University prior to utilization of the Facilities or equipment for any purpose other than providing Dining Services to the University. The University shall receive permission from the Contractor before allowing any third party to use the facilities or equipment. Any third party who uses the facilities will be responsible for any damages to the equipment including Contractors owned equipment.

The Contractor is prohibited from utilizing University Facilities, equipment, utilities, or vehicles to provide services for non-University related events without express written permission from the University.

The Contractor shall obtain written approval from the University prior to removal or modification of any Facilities or equipment owned or leased by the University.

The Contractor shall provide the University Dining Services liaison, or other individuals designated by the University, unrestricted access to the Dining Services areas.

If new retail or residential dining concepts are proposed, they must use the existing infrastructure. Any physical changes to the proposed facilities/equipment will be at the Contractor's expense unless otherwise agreed to by the University.

Cleaning and Sanitation of Facilities and Equipment

The Contractor shall be responsible for cleanliness of the serving and dining areas and maintenance of sanitary conditions. This includes spot cleaning of tables and chairs during service periods as well as cleanup of any spills that occur in these areas. The Contractor will comply with all local health regulations and requirements in regard to pandemics.

The Contractor shall operate and maintain all Facilities in accordance with all laws, ordinances, regulations and rules of federal, state and local authorities. Structural, utility, and equipment changes necessary in order to comply with such requirements and standards for which the University is responsible shall be made by the University at its expense.

The Contractor shall maintain the Hazard Analysis and Critical Control Points System ("HACCP") and have all required documentation.

The Contractor shall implement ServSafe standards as the minimum accepted standard.

The Contractor shall maintain a clean appearance in all dining Facilities during all meal periods. All empty soiled tables shall be cleaned within 15 minutes of customer departure. Spills and debris should be cleaned immediately when observed by employees.

The Contractor shall require its vendors to provide inspections and reports as part of their service. This includes but is not limited to onsite sanitation inspections, product purchase reviews and franchise inspections. A copy of all inspection reports shall be on file in the Dining Services office and with the Dining Liaison, with any discrepancies or concerns immediately reported to the University. The Contractor is responsible to implement corrective measures required as a result of these inspections. Reports of planned corrective action shall be submitted to the University within twenty-four (24) hours of receipt of an inspection report or within such extended time as approved by the University.

The Contractor shall be responsible for daily cleaning of all of the areas under its control including storage, kitchen, production, serving, seating and miscellaneous areas such as private dining rooms, lobbies, hallways, loading docks, stairways and elevators, lockers, and restrooms. This cleaning shall include equipment, floors, walls and furniture under the Contractor's control.

The Contractor shall have personnel with sufficient training to ensure the highest standards of sanitation and housekeeping.

The Contractor shall develop, implement and update cleaning and sanitation schedules for all equipment and areas under its control. Schedules shall be posted and implemented no later than thirty (30) days after the beginning of the Agreement. Schedules are to be on file in the Contractor's Dining Services on-site office for review and approval by the University.

The Contractor shall be responsible for the daily pick up of compost materials and the disposal of garbage, fryer oil, and debris normally associated with daily Dining Service operations at each facility. The University will bear the cost of trash removal by a third party contractor. Section KK Sustainability outlines sustainability requirements relevant to waste disposal.

The Contractor shall be responsible for bringing all accumulated waste to designated collection points approved by the University.

Contractor will coordinate a professional company with trained cleaning services staff, prior to the start of each semester, to deep clean all carpeting and tile in the All-You-Care-To-Eat locations and all Retail Dining Service Facilities.

The Contractor will have a bacterium count on china, glassware and flatware conducted by an independent and certified professional laboratory at least once each month. A total count exceeding one hundred (100) Colony Forming Units microorganisms and detection of any E. coli for each tested area will be considered unsatisfactory. A copy of all reports shall be on file in the Contractor's Dining Services on-site office, with a scanned electronic copy of results sent to the University Dining Service Liaison. Any unsatisfactory report shall be immediately reported to the University Dining Service Liaison with email notification provided to the University foodservice consultant. Contractor shall use paper products until laboratory reports are satisfactory.

The University shall provide extermination services monthly, or more frequently if required, in the areas occupied by Contractor. Contractor shall report to the University Dining Service Liaison in writing any follow up required by the extermination company. A report of services rendered shall be on file in each Dining Services on-site office. Any concerns with the exterminator are to be made in writing to the University Dining Service Liaison.

The Contractor shall take additional precautionary measures as it relates to Federal and State Pandemic guidelines regarding cleaning, sanitation, and preventative measures.

Maintenance of Dining Services Facilities and Equipment

The Contractor shall provide routine care and cleaning for the Dining Services equipment in accordance with the equipment manufacturers' written recommendations.

The Contractor shall be responsible for the daily cleaning of grease hood filters and the coordination of quarterly cleaning of grease hood ductwork below the ceiling by a third party contractor. The internal hoods and ventilation systems shall be cleaned and maintained by an outside third-party contractor retained by the University at its own expense. Therefore, the Contractor shall not be responsible for the scheduled cleaning of this equipment above the ceiling.

The Contractor shall be responsible to report to the University and request needed repairs of cafeteria equipment and the Dining Services Facilities using the University work order system. All requested repairs require prior approval of the University's Dining Liaison. The Contractor shall notify appropriate University officials of equipment malfunction and shall not attempt any repairs.

The Contractor shall return to the University, at the expiration or termination of the Agreement, all equipment furnished by the University in the condition in which it was received, with the exceptions of a) normal wear and tear; b) casualty due to fire, flood, or other unavoidable occurrence; or c) theft by non-Contractor employees without negligence on the part of the Contractor. In the event that University-owned equipment must be replaced due to ordinary wear and tear or for improvement of the operations, unless otherwise agreed between the parties, the University will be responsible for such equipment replacement costs.

The University is responsible for a preventative maintenance program for the University-owned Dining Services equipment.

Pre-existing Catering Agreements

The Contractor shall honor any pre-existing executed Catering contracts for special events, conferences, camps, etc. that were put in place prior to the start of the Agreement. The Contractor may, however, offer additional options to the customers who contracted for those Catering events, with University approval.

Scheduling of Deliveries

The Contractor shall, at all times, comply with the University's traffic rules and regulations. Time of product delivery and on-site services provided by off-site vendors shall be subject to approval by the University.

Graphics and Advertising

The Contractor shall obtain approval from the University prior to use and display of University logo or its program graphics on menu boards, tabletop displays, promotional advertising, and/or bulletin boards.

Service Formats, Pricing and Portions

The Contractor shall not make changes or modify Services, including type of operation, hours of operation, food variety/selection, Contractor staffing, or pricing to customers without prior approval of University.

The Contractor shall develop and serve a menu mix which is responsive to University's needs and evolving trends and provides the following:

Innovative variety of high-quality, fresh, sustainable, appetizing and nutritious foods;

If requested by a University's Dining Services Liaison, the Contractor shall provide a prepared test sample of any proposed menu item or promotional offerings;

The Contractor shall offer a variety of healthy options every day for breakfast, lunch and dinner; and

Nutritional and allergy information shall be listed at each site, either at each station or easily accessible in a conspicuous location including, but not limited to, ingredients, calories, carbohydrates, total fat, saturated fat, sodium, and protein. The same information shall be listed on all grab and go items.

The Contractor shall engage students in the full food experience from raw foods to cooking, creating a level of transparency in the food preparation and dining experience and integrating them in the residential dining experience. Contractor shall engage customers by:

Educating on health and wellness through classes, demonstrations and regional dietitian support

Creating community through marketing, promotions and special events

Increasing connections to the University through education, student career advancement, as well as programmatic and financial support

Menus, Portions, Recipes and Menu Cycle

The Contractor shall maintain an on-line food recipe file for Products served. Foods shall be prepared and served in accordance with the recipe. The food recipe file shall remain the property of Contractor.

One (1) whole muscle meat shall be served at all lunch and dinner meal periods without exception. No Textured Vegetable Protein (TVP) or Soy additives or extenders shall be added to any formed meat Products.

In each residential dining facility, the customer will be allowed unlimited portions from any area that is self-serve and unlimited seconds on all items. Any second portions shall be served on a clean dinner plate. Servers will not accept a used plate from a customer who returns for a second portion.

Leftover foods will be kept to a minimum and storage will adhere to ServSafe and HACCP Guidelines.

Purchasing

The University reserves the right to conduct random audits of Contractor's invoices during the term of the Agreement for the purpose of ensuring compliance with product standards, local sourcing goals, and sustainable initiatives is met.

The Contractor shall maintain rigid procurement procedures throughout the entire process of purchasing, receiving, storing, and keeping inventory of all foods and direct supplies, and will pay for all food and direct supplies related to food production, service and management applicable to this Agreement. The Contractor must be able to show a clear audit trail for all transactions.

The Contractor shall require all purchases be delivered in transportation containers with proper refrigeration temperatures to maintain quality of product. Any purveyor not meeting or providing adequate refrigeration or protection from product deterioration during transport shall be, at the discretion of the University, barred from the University as an unacceptable purveyor. It will be the Contractor's responsibility to replace the purveyor with someone acceptable to the University.

Product Standards

The Contractor shall provide freshly prepared Products, local ingredients, and limit the use of processed foods. There is also a desire to include authentic regional and international foods.

Only vegetable-based, non-hydrogenated oils shall be used in cooking/and or preparing foods.

Contractor shall ensure consumable products meet or exceed the following minimum food product specifications:

Meat, meat Products, poultry and poultry Products, and seafood Products shall be slaughtered, processed, manufactured, and packed in plants operated under a USDA inspection program and bearing the appropriate seal.

Minimum grading requirements are as follows:

(1) Beef, Lamb and Veal – USDA Choice or better
(2) Ground Beef – 100% Beef, maximum 20% Fat
(3) Pork – USDA Grade No. 1
(4) Poultry – USDA Grade A
(5) Seafood – USDA Top Grade
(6) Provisions and Variety Products – USDA Grade No. 1
(7) Sausage Products – Federal, State and Local inspected plants, Grade No. 1
(8) Milk, Butter (92 score) and Cheese Products shall be USDA Grade A
(9) Eggs shall be USDA or state Grade A, size Large
(10) Fresh fruits and vegetables shall be USDA Fancy to Grade No. 1
(11) Frozen, dry stored and canned fruit/vegetables shall be USDA Grade A Fancy

Contractor's Employees

The Contractor shall assign and maintain a management staff for the University with the background, education, training and experience to operate and manage a foodservice operation of this magnitude.

The Contractor shall ensure at all times that all managerial and hourly staff display an appropriate identification badge (name and title) to be approved by the University.

The Contractor shall ensure that all employees, full-time, part-time and students, are trained in their job positions, and fully understand the job before or are supervised while working the position.

The University is committed to ensuring that all activities conducted on the University campus promote and protect the health, wellness, safety, and security of students, including minors under the age of eighteen who participate. In order to ensure that this objective is met, Contractor agrees to the following provisions:

Background Clearance. All Contractor personnel (including student workers) involved with the operation and oversight of the Dining Services will be required to have the following satisfactory clearances: criminal background checks for non-student hourly employees, student workers, interns and volunteers, if their work involves significant contact with minors. Contractor shall maintain records of

the clearances and provide a report to The University showing the name, date and satisfactory clearance status of all personnel involved with the Dining Services. In addition, The University will have the right to review the clearance files to validate that there is no disqualifying information. All clearances must be renewed every two years.

Staff Code of Conduct.

Mandated Reporting.

At no time shall student workers be unsupervised.

Training: Employees shall be required to meet the necessary qualifications of ServSafe and HACCP systems. The Contractor shall be required to have the resources and staff for continually providing satisfactory training and development programs for all employees, supervisors and managers at all levels of the organization. A record shall be maintained with a summary of the content of the training sessions and all attendees. This record will be filed in each Contractor's Dining Services on-site office and be available to the University.

Uniforms and Dress Code:

The Contractor shall provide uniforms with nametags for its employees. Contractor shall submit, for the University's approval, a sample of the proposed uniform, including nametags. The University will supply any required branded logos for the uniforms.

While performing their work assignments, employees shall wear uniforms and nametags approved by the University. This includes all full-time and part-time employees and student workers.

Contractor shall be responsible for maintenance and cleanliness of its employees' uniforms.

University expects regular visits from the Contractor's designated management resource(s) on a mutually agreed upon schedule. The site visits and inspection shall include:

Inspection of the preparation and serving of Dining Services;

Interaction with customers during serving periods to determine levels of customer satisfaction and to encourage customer recommendations to enhance the Services;

Inspection of the sanitation and quality assurance procedures;

Meeting with the University to review the Services, receive feedback and discuss continuous improvement;

Provide oversight of on-site financial/accounting methods and procedures;

Within forty-eight (48) hours after a request from a University, Contractor's designated management resource shall visit the site to address issues of concern to the University, and

After each visitation, the Contractor's designated management resource will provide to the University follow-up documentation of visitation with observations, recommendations, and an action plan for any areas that need immediate attention.

The Contractor's employees shall park in areas designated by the University.

Unless provided for in this contract, Contractor shall not enter into a contract with any other party for furnishing any of the work or services herein contracted for without the written consent, guidance and approval of a University Dining Services Liaison. Any subcontract hereunder entered into, subsequent to the execution of this contract, must be annotated "Approved" by both a University Dining Services Liaison and the contracting officer.

The Contractor shall display photographs of all management staff on the University's Dining Services website. This site is to be updated regularly and within 48 hours of any management change.

Staffing

Contractor will maintain adequate management and operational staff to ensure quality dining service operations. Contractor shall provide a best-in-class management and staff organization structure.

Security

During periods when employees are scheduled to work, Contractor shall maintain adequate security of the Dining Services Facilities, equipment, supplies and products and will follow any site-specific security guidelines provided by a University.

The Contractor shall secure designated doors, windows, openings, and storage areas within the Dining Services areas based on its best judgment, and as directed by a University.

The Contractor is exclusively responsible for the theft or loss of any equipment, monies, supplies or Products, whether owned by Contractor or a University, which occur as a result of Contractor's failure to maintain adequate security where physically capable of securing such Facilities.

Catering Services

The Contractor shall have exclusive rights to provide Catering services for all catered events held in All-You-Care-To-Eat dining halls, all campus buildings except the University of Idaho Golf Course and all Golf retail locations.

The Contractor shall have first right of refusal for all Catering services with the exception of events under two hundred and fifty dollars ($250.00) which allows University groups to secure Catering from outside caterers. In special circumstances (i.e. for events that the Contractor is unable to adequately service), the University Dining Service Liaison shall have the authority to waive the first right of refusal.

All Catering shall have a billable Fund Center number identified at the time of the reservation. Special exceptions to the exclusivity provision will be addressed with a University's Vice President for Administration and Finance or designee.

The Contractor shall provide Catering services that provide a complete Catering experience with Catering services to include but not be limited to online ordering, billing, confirmation of services, foods, beverages, linens, and food rental equipment.

The Contractor shall provide a comprehensive Catering menu including breakfast, lunch, dinner, beverage/snack breaks, and receptions, and offer a wide variety of service options and price ranges.

The Contractor shall be sensitive to the differing needs of various University constituencies and recognize that creative menus and service techniques are required to support the University's reputation for excellence and innovation. Due to operating budget constraints, University personnel are often sensitive to price. The catering program shall be flexible enough to provide serving sizes and service options that will accommodate these concerns.

The Contractor must provide a minimum of three (3) tiers of service similar to those described below to maximize service to guests.

Budget Oriented Service: This service is for enrolled students, staff, faculty and student organizations. An example would be pizza pick-up where students are responsible to pick up the product and clean up after the event, or a sponsored picnic event where the Contractor supplies product and some service, but with assistance from student organizations in set up, staffing and clean up. Also, registered student organizations may place orders for groups of 10-50 through any Contractor-controlled food service venue.

Value Service: Drop off buffet service with limited set up and bus service or clean up.

Full or Premium Service: Buffets or served meals with full wait staff and bus service.

Fine Dining or Presidential Signature Events.

For events planned prior to contract go-live, the Contractor must honor the specific Catering service commitments of menus, confirmed prices and other arrangements made by the previous Contractor, and known by the University, prior to the beginning of this current contract.

The Contractor shall be required to provide the following software and hardware in support of the Catering program: Event and Catering Management software and hardware, including interactive software platform for web-based Catering ordering substantially similar to Caterease or Catertrax.

The Contractor shall be responsible for the proper training of any Employee assigned to Catering events. Minimum staffing guidelines shall be mutually established and agreed to by Contractor and the University, based on event type and location.

The Contractor shall ensure that events are completely set up and ready for service at least 30 minutes prior to the scheduled event start time. Hot Food may be delivered 15 minutes prior to start time to ensure a quality product.

The Contractor shall ensure the following requirements are met:

All foods shall be labeled with allergens,

Dispatch and breakdown area are to be camouflaged from customers,

Contractor is responsible for the complete set up and breakdown of all event space with respect to bars, tabletops, linens and equipment,

Tables should be properly set with linen and decorative décor, using properly cleaned service ware and glassware, as appropriate.

Should Contractor wish to use the campus dining program to engage in non-University related off-campus catering business in the local community, such business must be approved in advance by the University Dining Liaison, including reporting mechanisms and compensation arrangements. In all cases, the Catering requirements for the University are and shall remain a top priority and take precedence over any off-campus catering business. Contractor retains the responsibility for collecting and paying of all required taxes associated with non-University catered events.

The Contractor shall ensure that China, glass, silver and biodegradable wares used for catered events shall be of superior quality. Minimum service ware standards shall be mutually established and agreed to by Contractor and University, based on event type and location.

The Contractor shall be solely responsible for securing its equipment promptly at the closing of an event. When specialized catering equipment is required it shall

be procured or rented by the Contractor if it is not available in the Contractor's inventory of Dining Service equipment.

The Contractor shall be required to remove all food and beverage Catering products at the end of the event, within two (2) hours of event completion. The Contractor is required to remove large rental equipment provided for the Catering event within twelve (12) hours of the end of the event, unless written approval is provided by the event coordinator.

Delivery will be charged at the rate established for all off campus University facilities. The Contractor may provide off site catering.

After a catered event the Catering manager shall forward to the event sponsor an evaluation form. Any negative comments shall be immediately discussed with the event sponsor. Copies of completed evaluation forms and written corrective actions, as needed, shall be forwarded to the Dining Service Liaison no later than two weeks after the event.

The Contractor shall abide by any alcohol policy implemented by a University and all Contractor employees serving alcoholic beverages will be TIPS (Training for Interception) trained.

The Contractor shall furnish the Dining Service liaison access, via the catering software, to information regarding all catered functions including date of event, menu, costs charged, and sponsor prior to the event.

The Contractor should provide a Meal Cash Credit for all students participating in a Meal Plan who attend a catered event, special function, barbecue, picnic, etc. that is University sponsored. The Contractor shall propose in its Cost Proposal (Appendix D) a Meal Cash Credit which will be applied toward the value of the meal. The Meal Cash Credit is a set dollar amount a student receives for use at select campus retail dining establishments or Catering events, in exchange for a single "Meal Plan swipe."

The Catering Manager should respond to all Catering requests within a reasonable time period.

The Contractor shall remit to Idaho State tax commission any State sales tax that the State instructs the Contractor to, as it applies to any revenue generated from either business conducted by Contractor outside of the University's premises or where outside business would come to campus and not be classified as tax exempt. This will be handled by the Contractor on case by case basis.

The Contractor shall cater all meal requests for performers, artists and other special guests at the various sites on campus. Contractor should be flexible to cater special meals.

The Contractor shall move all furniture to set up Catering events in the Facilities under their control.

Meeting Expectations

The Contractor shall participate in and facilitate food and Catering feedback meetings, including the student dining feedback meetings.

The Contractor shall participate in meetings with the University Dining Services Liaison at the discretion of the University, at mutually agreed upon times. The agenda will include a review and update of financials, performance tracking against annual plan and defined performance metrics, survey data gathering and responses, and other items as determined by the University Dining Services Liaison.

Motor Vehicles

The Contractor is responsible for providing sufficient and adequate motor vehicles required for the transport of food and/or beverage items under this contract, and for providing an adequate and qualified staff to operate such vehicles.

The Contractor shall be liable for all damages or injuries caused by the negligent operation of said motor vehicles by the agents or employees of Contractor. Vehicles used to transport materials or food across University sidewalks must be no wider than the width of the sidewalks traveled.

The vehicles and transportation of food will follow all local and regulatory safety practices and adhere to HACCP and SERV safe guidelines for transportation of food and beverages.

Energy Management

The Contractor shall provide an energy management program for review and approval by The University within thirty (30) calendar days of the Effective Date of the Agreement, with the goal of mutually agreeing upon and implementing an energy management program.

Marketing and Communications Plan

The Contractor shall aggressively market and promote the Dining Services on campus.

The Contractor shall be responsible for developing and implementing a proactive annual marketing/communications plan to promote the Dining Services to The University's campus community. The focus of the marketing/communications plan shall be to maximize participation and sales in the Dining Services and Catering services. At a minimum, the marketing/communications plan must include the following:

Social media strategy for residential, retail dining, and catering;

Identification of target markets;

Specific strategies to build revenue, enhance satisfaction, and generate goodwill on campus and in the local community;

Implementation plan and calendar;

Marketing budget;

Success measures.

The Contractor shall provide digital content and appropriate permanent signs displayed in approved areas to identify service stations.

The Contractor shall obtain approval from the University prior to on-site use and display of University or its program graphics on menu boards, tabletop displays, promotional advertising, and/or bulletin boards.

The Contractor is expected to budget an effective amount for marketing that will meet the marketing goals of the University, which include:

Voluntary Meal Plan participation growth year over year,

Retail Dining Promotions,

Student involvement in dining events

The final marketing plan shall be provided to the Dining Services Liaison at least thirty (30) days prior to the start of the Agreement and annually as part of the annual plan thereafter.

Equipment and Reimbursable Items

At the start of the Agreement, the parties will perform a joint inventory of Products, Smallwares and Dining Services Equipment, which will be signed by both parties. Both parties shall be bound by their representative's signature to the acceptance of the inventory of such items. Any disagreements or disputes to the inventory count of items must be placed in writing to the other party within ten (10) days of the date the physical inventory was taken. Ten (10) days prior to the termination of the Agreement, the Contractor and University will perform another joint inventory of Products, Smallwares and Dining Services equipment. Determination shall be made at this time concerning any excessive wear or misuse of Facilities and Dining Service equipment on the part of the Contractor. Compensation for excessive wear or misuse of Facilities and Dining Services equipment shall be paid to the University by the Contractor equal in value to the cost of replacement.

The Contractor shall make any necessary requests to the University for replacement or addition of Facilities and equipment. Any additions to the Facilities or equipment will be added to the inventory of Dining Services equipment. Items that become unserviceable through normal use/wear-and-tear will be turned over to the University and deleted from the inventory of Dining Services equipment. The Contractor shall reimburse the University for replacement costs of all items not accounted for at the end of the Agreement period.

Ownership of all non-expendable items and equipment shall remain with The University. However, the Contractor agrees to take such measures as may be reasonably required by the University for the protection against loss by pilferage or destruction. The Contractor shall have the responsibility for the costs of any damage or loss to the equipment or premises of any University caused by the negligence of the Contractor or its associates. Nothing herein relieves the Contractor from its obligation to replace Dining Services equipment lost due to destruction, loss or pilferage.

At the termination of the Agreement, the University shall maintain all Products, Smallwares, and Dining Service equipment purchased as Costs of Business by University. Further, the parties shall work together to reduce and use the

existing food and/or supplies on the Premises as the Agreement nears expiration or termination.

If dishwashing facilities should become temporarily inoperative, disposable paper service will be utilized. The Contractor shall be responsible for maintaining an adequate inventory of disposal paper products to meet an emergency need.

The Contractor shall be responsible for the acquisition and maintenance of all office and housekeeping supplies as required for operations.

Small Wares

At the start of the Agreement and annually thereafter, the Contractor, with a designated University representative, shall take a full inventory of all glassware, chinaware, flatware, service trays, and kitchenware to be submitted to the University.

The Contractor shall be responsible for maintaining a given level of inventory and replacements as needed for all china, glassware, trays, kitchenware, flatware, and serving utensils. Ownership of inventory will remain with the University.

Emergency Services

The Contractor shall be required to provide Dining Services under emergency and/or unpredictable circumstances such as breakdown of equipment, fire, tornado, earthquake, pandemic, power failure, etc.

The Contractor shall not be reimbursed for any loss of revenue from an interruption of service or operations, or for use of any dining service areas or facilities for such emergency purposes. In some emergency instances, food service areas and facilities may be used for purposes other than food service.

Sustainability

The University is committed to sustainability and requires no Styrofoam, paper instead of plastic straws, etc. The University prefers use of local and regional products in the Dining Services, where possible. The University encourages the Contractor to (1) educate student consumers about the benefits of sustainable agriculture, (2) support sustainability by working with farmers that protect the environment, prevent pollution by reducing the use of pesticides on crops, and

raise livestock free of any GMO feeds, (3) use grass fed beef and (4) use cage-free eggs. Contractor shall take all necessary steps to ensure fair and respectful treatment of farm animals and employees from the companies with which they do business. The University will annually review this program.

Contractor shall commit to a "farm to plate" purchasing program, sourcing 15 percent (15%) of its products from regional sources from within 200 miles of the University. Contractor shall provide auditable documentation of the amount of local food purchased annually.

The Contractor shall be required to understand, comply with, develop, and implement a comprehensive sustainability plan for the dining program at least thirty (30) days prior to the start of the Agreement. The sustainability plan shall be updated annually and become part of the Dining Services' Annual Plan.

Contractor shall comply with all existing as well as any future recycling and composting policies established by the University, including those for equipment and electronics. The following are current sustainability initiatives:

The purchase of proteins and produce from the College of Agriculture and Life Sciences,

The delivery of food compost from ISUB and the Eatery to the University Sustainability Center.

Alcohol Service

The Contractor will provide alcohol (wine, beer and liquor) concessions only at events and venues designated by the University. The University will have final approval on the venues and events that the alcohol, including liquor shall be provided.

The Contractor shall be solely responsible for obtaining and keeping the license for beer and wine service in full force and effect during the term of the Agreement including, but not limited to, filing applications for renewal and paying all fees in connection to the license. The Contractor will secure a third party vendor to provide liquor service as needed to the University.

The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Service of alcohol at the Permitted Event must be done by

authorized institutional employees or through institution approved third-party contractors (such as caterers or institution food service providers) TIPS training shall be required for all individuals responsible for alcohol service. For approved third party contractors, responsibility for TIPS training lies with the Contractor. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which shall be strictly enforced by the Contractor. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic

beverages then in possession of the participants of the event prior to closure of the event. Food must be available at the Permitted Event. Non-alcoholic beverages must be readily available at every Permitted Event

Only those who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event. An Alcohol Beverage Permit for a Permitted Event may allow alcoholic beverages to be possessed and consumed throughout the Permitted Event area, provided that the area is fully enclosed, and provided further that area is such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.

The event sponsor and those individuals and contractors furnishing alcohol at the Permitted Event shall be responsible for ensuring that no one under the legal drinking age, or visibly intoxicated person is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. All third party event sponsors and all third party contract alcohol providers shall indemnify the institution, State Board of Education and the State of Idaho for all damages resulting from that entity's negligence. All third party event sponsors and all contract alcohol providers must provide proof of appropriate insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution.

Concessions

The following University sports have concessions provided by the University: Soccer, Volleyball, Football, Basketball and Track.

The University may wish to purchase packaged food items at cost directly from the Contractor for the purpose of resale at the concession venues.

Reporting Section

Contractor shall provide reasonable reporting on its services to the Dining Services Liaison at a mutually agreed upon cadence.

Miscellaneous

Contractor shall provide during final exams (first three days), a late-night snack to each residence hall, at one retail location for meal card holders, and other locations as approved by the University Dining Services Liaison.

Glossary of Terms

As used in this Agreement, the capitalize terms below shall have the following meanings:
"Annual Business Plan" shall be the annual plan developed by Contractor, and approved by University, for providing the Services at the Facilities, as outlined in more detail in the SOW.
"Board Days" shall mean the number of days in an academic year in which the Contractor shall operate the residential dining halls.
"Bond Financed Facilities" shall mean those certain Dining Services Facilities of the University which have been financed with proceeds of tax-exempt bonds.
"Capital Investment" shall mean the funds to be provided by Contractor to University for purposes of funding capital improvements to University's Dining Service Facilities as set forth in more detail in Attachment C (Financial Commitment).
"Cash Sales" shall mean all revenue generated by the cash, credit card, debit card in any Dining Service Facility, less sales tax.
"Catering" shall mean the food and beverage service provided by Contractor at the Facilities and any off-site locations for meetings, conferences, dinners, parties and other special functions as requested by University or a third-party with the approval of University.
"Client" or "University" shall mean the University of Idaho.
"Day" shall mean a calendar day, unless specifically indicated otherwise in the Agreement.
"Declining Balance Funds", "Dining Dollars" or "Flex Funds" shall mean a debit system of funds that are purchased by students, faculty or staff and added to the meal plan for use as a cash equivalent at retail and other approved locations as outlined in more detail in the SOW.
"Dining Service Facilities", "Facilities" or Premises" shall mean all locations on the University campus where Contractor shall render the Dining Services.

"Dining Services Liaison" shall mean the person or firm designated in writing by the University to convey and receive notices, requests or other communications from the Contractor.
"Fiscal Year" shall mean the period of July1 through June 30 of each year of the Term.
"Meal Exchange" shall mean a University Meal Plan option which allows the participant to exchange a meal in the residential dining facility for a single meal or swipe at certain retail locations or catered events, as set forth in more detail in the SOW.
"Meal Plan" and "Board Plan" shall mean the residential dining plans that are offered for sale by the University to its students, faculty and staff.
"National Brands" or "Branded Concepts" shall mean the retail food and beverage locations operated by Contractor through national or regional third-party license agreements, franchise agreements, or subcontracts. Contractor's internally developed brands are not considered National Brands.
"Operating Days" shall mean the days in which the Contractor provides Dining Services, inclusive of all Board Days and all other days in which Contractor provides retail, catering, concession or camp services to the University.
"Permitted Event" shall mean an event (e.g., catered, concession, etc.) where alcohol is served through the University's permitting process and approval.
"Products" shall mean those food products, non-alcoholic and alcoholic beverages, and other such expendable articles provided by Contractor as part of the Services.
"Services" or "Dining Services" shall mean the exclusive dining services, including the sale of food, beverages, goods and other items, provided by Contractor for University at the Facilities, including for residential dining, retail, catering, concessions, conferences, camps, and other locations as may be mutually agreed by the Parties in writing.
"Smallwares" shall mean dishware, glassware, flatware, utensils and similar items used in providing the Services.
"SOW" shall mean the Statement of Work, attached to the Agreement as Attachment A.

Summary Chart Responsibilities

Summary Chart

This is a summary table of responsibilities that outlines whether the Contractor or University will be responsible for performing and/or managing each line item. The cost associated with Contractor responsible items, unless otherwise specified, will be included as a Cost of Business.

Included as an Operational Expense	Contractor	University
FOOD AND BEVERAGES		
Food and beverage purchasing	X	
Processing of Invoices	X	
Payment of Invoices	X	
Ownership of Products and Smallwares	X	
LABOR		
Payment of regular full-time and part-time hourly Employees	X	
Payment of Student (part-time) salaries	X	
Payment of salaried management Employees	X	
Payment of Sick Leave pay	X	
Payment of Holiday pay	X	
Payroll of Actual Taxes	X	
Actual Costs of Taxes and Benefits	X	
Labor Costs Taxes & Benefits	X	
Payment of Actual Workers Compensation Insurance	X	
On-site Preparation of payroll	X	
On-site Processing of payroll	X	
Training and Development cost	X	
Relocation of employees	X	
DIRECT EXPENSE RESPONSIBILITIES		
Telephone and internet connection initial installation		X
Telephone local		X
Telephone long-distance and internet Services		X
Annual maintenance fee for Point of Sales system ($30,000 annually)	X	
Removal of trash and garbage from all dining facilities		X
Removal of recyclables from Premises		X
Servicing Grease Traps		X
Daily cleaning of grease hood filters	X	
Coordination of quarterly cleaning through third party contractor of grease hood ductwork below the ceiling	X	
Twice annual cleaning of grease hood ductwork above ceiling		X
Light replacement		X

Included as an Operational Expense	Contractor	University
Replacement of china, glass, flatware	X	
Initial inventory of Smallwares and other foodservice equipment (items greater than $500)		X
Repair to infrastructure (vents to outside, gas line)		X
Cost of maintaining and repairing equipment		X
Daily cleaning of equipment, including refrigeration/freezers	X	
Credit card equipment, installation and processing	X	
Cleaning of floors, walls, furniture and windows in all dining areas, including production, service and seating areas	X	
Cleaning of storage and receiving areas	X	
Ceiling and ceiling vents and light fixtures		X
Liquor License -obtainment and management	X	
Products and public liability insurance	X	
Gas, Water and Electric Utilities		X
General Office Supplies and equipment	X	
Office Facilities and initial outfitting of furniture		X
Facility Maintenance and Repairs		X
Security key initial issue		X
Security key replacements (at Contractor's own expense)	X	
Exterminator Services		X
Repair and service hood fire detection / suppression system		X
Linen Rental and Laundering	X	
Uniforms and uniform laundering	X	
Actual cost of insurance premiums	X	
Employee Background checks and drug tests	X	
Approved advertising and promotions	X	
Paper and cleaning supplies	X	
Menu printing	X	
Security transportation of monies	X	
Rental equipment and leased vehicle for food delivery & Catering	X	
Owned or leased vehicles	X	
SALES AND SALES TAX		
Sales & Use taxes on each: Collected Amounts (excluding Board plans)	X	
Sales and Use taxes on board plan	X	X
CLEANING RESPONSIBILITIES		
Walls and fixtures on walls (6 feet and below)	X	
Cleaning of food preparation, delivery and service areas	X	
Ceiling and ceiling vents and light fixtures		X
Cleaning of dining tables and chairs	X	
Semi-annual cleaning of floors (deep cleaning carpets and hard surfaces)	X	
Daily cleaning of floors	X	

Included as an Operational Expense	Contractor	University
Daily cleaning of back of house / staff restrooms located in Contractor spaces(Excludes FOH restrooms)	X	

CONTRACTOR ATTACHMENT B: COST OF SERVICES
(Pages 61 through 82)

Contract Number:UI-866

CONTRACT FOR

Management of Dining Services

WITH

Chartwells Higher Education

ATTACHMENT B - Cost of Services

ATTACHMENT B
University of Idaho and Contractor

I. Bond-Financed Facilities

Certain of the University's Dining Service Facilities have been financed with proceeds of tax-exempt bonds (the "Bond Financed Facilities"). University and Contractor intend that the Agreement meet the safe harbor conditions of IRS Revenue Procedure 2017-13 with respect to the Bond-Financed Facilities, under which a management contract does not result in private business under Section 141(b) or Section 145(a)(2)(B) of the Code. Contractor understands that the Bond-Financed Facilities on which the Dining Services are provided are premises that have been financed with proceeds of bonds, the interest of which is excludable from "gross income" for federal income tax purposes, and that, therefore, this Agreement is intended to comply with the management contract's safe-harbor guidelines of Rev. Proc. 2017-13, I.R.B. 2017-6, as amended and superseded ("Guidelines"). University and Contractor represent that compensation for the services provided by Contractor is reasonable, and it is consistent with industry standards. For purposes of compliance with the Guidelines, University and Contractor intend that compensation paid to Contractor pursuant to this Agreement and further described in this Attachment B constitutes a management fee contract within the meaning of Section 4.06 of the Guidelines, and will not be treated as providing a share of net profits of the Bond-Financed Facilities to Contractor.

II. Cost of Business & Management Fee Compensation

A. Contractor shall provide the services hereunder on Cost of Business plus Management Fee basis, whereby Contractor shall be reimbursed by University for the Contractor Costs of Business (as defined herein below), and shall receive a Management Fee (as defined herein below) for providing the Services. University shall retain all proceeds of sales from the dining program and shall be responsible to reimburse Contractor monthly for its Cost of Business, as well as incur all of University's own costs of operation.

B. Per the payment terms set forth below, University shall reimburse Contractor an amount equal to Contractor's Cost of Business to provide the Services. Costs of Business shall be determined on an accrual basis and shall consist of the sum of the items outlined in Schedule 1 to this Attachment.

For the purposes of clarity, the amortization and depreciation expense for the Pre-Opening Expenses, Signing Bonus, Innovation Fund and other In-Kind Funds, and Capital Investment shall not be treated as a Cost of Business for purposes of billing to the University, and instead, such amounts shall be accrued, amortized and depreciated by Contractor on its books on a below-the-line basis. However, should the Agreement be terminated early, University shall remain liable for the repayment of any unamortized balance of such Pre-Opening Expenses, Signing Bonus, and Capital Investment as set forth in the Financial Commitment provisions of the Agreement.

C. During the Term of this Agreement and subject to the KPI provisions set forth below, University shall pay Contractor a monthly management fee that is equal to four percent (4%) of Net Sales for such month (the "Management Fee"). Within fifteen days of the end of each Fiscal Year (ending June 30th), the Parties shall perform a reconciliation of total Management Fee paid to Contractor through the end of such Fiscal Year, against Net Sales for the same period (and at the end of each successive Fiscal Year during the Term). Should the calculation of 4% of Net Sales due to Contractor for the 12-month period be greater than the total Management Fee paid to Chartwells during the 12-month period, University shall pay any deficit amount within thirty (30)

days of such reconciliation. Should the calculation of 4% of Net Sales due to Contractor for the 12-month period be less than the Management Fee actually paid to Contractor during such 12-month period, Contractor will pay any deficit amount to University within thirty (30) days of such reconciliation.

For the purposes of calculating Contractor's Management Fee, the term "Net Sales" shall mean all moneys from sales collected through operation of the Dining Service Facilities, whether by cash, check, credit card, debit card, meal plan payments and dining dollars, but excluding: (1) receipts from sales of meals to employees of Contractor; (2) any service charge made, collected and turned over to employees; (3) the proceeds of the sale of any fixtures or equipment; (4) proceeds from the sale or liquidation of any inventory which is not sold at retail; (5) any commission or processing fee paid in connection with sales by credit or bank cards; and (6) taxes collected by Contractor or any other vendor as required by governmental authorities.

D. In the event of a change in social security taxes or the federal or state unemployment taxes, or in the event of an imposition of new federal, state, or local payroll based taxes, or in the event of an increase in the minimum wage rate or the enactment of any "living wage" or similar laws by any governmental entity, or an increase in costs of employee benefits, whether as a result of a change in federal, state or local laws or a federal, state or local legislative or regulatory mandate, the foregoing Costs of Business shall be changed by the actual change in costs to Contractor from the date such change occurs. Notwithstanding the foregoing definition of Costs of Business, in the event that a determination has been made by the appropriate governmental authority prior to the date of this Agreement that a subsidy payment, either in part or in full, paid by the University pursuant to this Agreement, is subject to any sales tax or any similar tax, the full amount of such tax and any interest and/or penalties with respect thereto concerning such subsidy shall be a Cost of Business if required to be paid by Contractor to a government; and in the event that a determination is made during the term of this Agreement or after the term of this Agreement by the appropriate governmental authority that the subsidy payment, either in part or in full, paid by the University pursuant to this Agreement, is subject to any sales tax or any similar tax, the full amount of such tax, together with any interest and/or penalties with respect thereto concerning such subsidy, shall be a Cost of Business and shall immediately, upon receipt of an invoice from Contractor therefore, be reimbursed by University to Contractor if Contractor has paid that amount to a government, notwithstanding the year in which such determination is made. The University shall, in addition, from the time of such determination forward, pay such tax to Contractor in the same manner as all other Costs of Business if Contractor is required to remit that tax to a government..

III. No Sharing of Profits or Losses

In the event Contractor would suffer any losses in connection with the Services provided by Contractor under this Agreement, within 60 days after the end of each Fiscal Year, University will reimburse Contractor for such losses. Any expenses paid by Contractor and not reimbursed by University do not take into account the net profits or net losses of the Bond Financed Facilities. Furthermore, the timing of the compensation paid to Contractor is not contingent upon the Bond Financed Facilities' net losses or profits.

IV. Tax Exempt Bonds Compliance

University and Contractor acknowledge that this agreement is intended to be a service agreement in which Contractor operates the University's Dining Service Facilities in the Bond Financed Facilities. Accordingly, Contractor agrees that it will not claim on any filing with the Internal Revenue Service any depreciation or amortization deduction, investment tax credit, or deduction for any payment as rent with respect to the Bond Financed Facilities, or take any other position in any filing with the Internal Revenue Service that is inconsistent with its role as a service provider to the University under this Agreement. Contractor does not bear the risk of loss upon damage or destruction of the managed property (for example,

due to force majeure). University and Contractor agree to ensure that throughout the Term: (i) no more than 20 percent of the voting power of the governing body of the University is vested in the directors, officers, shareholders, partners, members, and employees of Contractor, in the aggregate; (ii) the governing body of the University does not include the chief executive officer (or a person with equivalent management responsibilities) of Contractor or the chairperson (or equivalent executive) of Contractor's governing body; and (iii) the chief executive officer of Contractor is not the chief executive officer of the University or any of the qualified user's related parties (within the meaning of section 1.150-1(b) of the Treasury Regulations). Contractor and University agree to make a good-faith effort to amend this Agreement, to the extent necessary, to ensure compliance with the Guidelines.

V. **Meal Plan Pricing**

A. Board Plan Rates: Prior to the beginning of each Fiscal Year, the Parties shall coordinate and mutually agree upon the calendar start and end dates for Board Days for the upcoming Fiscal Year. University shall have the right to establish the Board Plan rates and Board Days during the Term of this Agreement in its discretion. Solely for purposes of calculation of the Contractor's Management Fee at the end of each month during Year 1 of the Agreement, University and Contractor will meet and agree upon daily rates to be applied against amounts collected by University for the Board Plan for purposes of determining the calculation of Net Sales for such month.

B. Guest Meals & Meal Exchange. For Year 1 of the Agreement, students are allowed a number of guest meals per semester ("Guest Meals") and a number of meal exhanges per week for all access Board Plans and per semester for block Board Plans as outlined in the table below.

Residential Meal Plans	Voluntary Meal Plans
The Vandal Unlimited Meals + $100 Dining Dollars includes 5 guest meals Meal exchange per week:7	Platinum 19 Meals per week + $150 Dining Dollars Meal exchange per week:5
The Joe 19 Meals per week + $150 Dining Dollars includes 5 guest meals Meal exchange per week:5	The Gold 14 Meals per week + $150 Dining Dollars Meal exchange per week:5
The Pride 14 Meals per week + $250 Dining Dollars includes 5 guest meals Meal exchange per week:5	Terrific Trio 50 Meals per semester + $250 Dining Dollars
Silver 160 160 Meals per semester + $450 Dining Dollars includes 5 guest meals Meal exchange per Semester:32	The Weekender 35 Meals per semester + $200 Dining Dollars
Silver 130 130 Meals per semester + $650 Dining Dollars Meal exchange per Semester:24	The Vandals 10 10 Meals per semester + $100 Dining Dollars
Silver 95 95 Meals per semester + $900 Dining Dollars Meal exchange per Semester:16	RA Meal plan 10 Meals per week +$450 Dining Dollars

Bronze 50 50 Meals per semester + $250 Dining Dollars	
Faculty & Staff Meal Plans	Graduate Student Meal Plans
The Newbie Buy 10 Meals at $6.50 – plus 1 Meal Free The Regular Buy 20 Meals at $6.50 – plus 2 Meals Free The Loyalist Buy 30 Meals at $6.50 – plus 3 Meals Free *meals can be used to swipe in colleagues, family, or friends	Cinch 10 Buy 10 Meals at $6.50 – plus 1 Meal Free Cinch 20 Buy 20 Meals at $6.50 – plus 2 Meals Free Cinch 30 Buy 30 Meals at $6.50 – plus 3 Meals Free

For plans which include Guest Meals, these are in addition to the available all access meals or block meals for the respective meal plan. Students must notify the cashier, at point of sale, when using Guest Meals. The Parties will mutually agree upon the guest meal and meal exchange program for each subsequent Fiscal Year during the Term.

Guest Meals are not additional meals; they are included in the total number of meals per board plan. Students must notify the cashier, at point of sale, when using Guest Meals. The Parties will mutually agree upon the guest meal program for each subsequent Fiscal Year during the Term.

C. Casual Meal Rates. The Casual Meal Rate is the price charged in the "all-you-care-to-eat" Hub Residential Dining Center featuring continuous dining for non-meal plan holders. The rates are set forth below for the first year of the Contract. Each subsequent year, the casual meal rates shall be adjusted in the discretion of the University.

(1)	(2)	(3)
	University Students, Fa	

(4)	Breakfast	(5)	Faculty & Staff* $7.00	(6)
(7)	Lunch	(8)	$8.00	(9)
(10)	Dinner	(11)	$9.00	(12)

* These rates apply to any other Idaho State Board of Education university student, faculty and administrator.

VI. Camps and Conferences Rates

The Contractor shall make available to the University tiers of food service offerings to appeal to the diverse and different needs of each camp and conference utilizing the campus during the summer months. The base rates are set forth below for the first year of the Contract. Each subsequent year, the camp and conference rate will be adjusted as directed by University in its discretion.

(13) Camps and Conferences Meals	(14) Daily Rates 25-75	(15) Daily Rates 75-150	(16) Daily Rates 150+
(17) Camps and Conferences Daily Rate	(18) $28.25	(19) $27.00	(20) $25.00
(21) Camps and Conferences Breakfast Rate	(22) $7.50	(23) $7.25	(24) $6.50

(25) Camps and Conferences Lunch/Brunch Rates	(26)	$9.75	(27)	$9.25	(28)	$8.50
(29) Camps and Conferences Dinner Rates	(30)	$11.00	(31)	$10.50	(32)	$10.00

VII. Catering

The University directs the Contractor to hold the current 2020-2021 catering prices flat through July 1 2022. Each subsequent year, the camp and conference rate will be adjusted as directed by University in its sole discretion. All students who have a Board Plan will be allowed to use one meal swipe as a meal cash credit at selected catering events. The 2021-22 meal cash credit is as follows:

Breakfast	$7.00
Lunch.	$9.00
Dinner	$10.00

A delivery charge of $25.00 will be assessed to each off-site catering delivery.

VIII. Retail Pricing

For the first year of the Agreement, the University has directed the Contractor to match in all material respects the current pricing for retail, excluding National Brands. Each subsequent year the Retail Pricing will be adjusted as directed by the University after consultation with Contractor; provided that the University shall set pricing for Contractor's National Brands in a manner that is consistent with the terms of Contractor's national brand agreements.

IX. Dining Dollars

Unused Declining Balance Funds at the end of the fall semester carryover for use in the spring semester. University, in partnership with Contractor, agrees to encourage all students to use all Declining Balance Funds prior to the end of the Fiscal Year, as the University intends not to refund such Declining Balance Funds at the end of each Fiscal Year. Unused Declining Balance Funds will revert to the University. Solely for purposes of calculating Contractor's Management Fee, the Declining Balance Funds shall be included in Net Sales upon use.

X. Student Worker Discounts

All student workers shall be entitled to a ten percent (10%) discount from retail pricing on all Contractor's operated retail locations (applies when not actively working).

XI. Payment Terms

Within fifteen (15) days of the end of a month, Contractor shall invoice the University for (a) Contractor's Cost of Business, and (b) the Management Fee earned during the previous month. Upon review and verification of services received, payment shall be made by the University. For billing purposes, the billing period will end at midnight on the final calendar day of the month.

At a minimum, the following information shall be furnished on all invoices (invoices must include line item detail): (i) accounting period covered; (ii) total Cost of Business for the period covered; (iii) reimbursement requests for any miscellaneous costs that are not Cost of Business, including the specific item, purpose, justification and cost, and (iv) and the Management Fee due for such month.

All amounts due to Contractor shall be paid within thirty (30) days of the invoice date or will be considered past-due. With the exception of invoices for catering, which may be paid by credit card,

all payments to Contractor will be made by Automated Clearing House (ACH). Past-due amounts due to Contractor will be subject, at Contractor's option, to a service charge of up to 1.5% per month of the unpaid balance. All costs of collection of past-due amounts including, but not limited to, reasonable attorneys' fees and costs, shall be chargeable to and paid by the University.

In order to minimize the exchange of cash between the Parties on a monthly basis and to support Contractor's cash position to cover its Cost of Business, the Parties agree that Contractor shall collect and retain all proceeds from retail and concession sales and shall reflect such collected amounts from retail and concession as an offset/credit against the monthly Cost of Business billed.

XII. Volume Allowances/Discounts

University accepts that Contractor or its parent company, Compass Group USA, Inc. ("Compass") may receive volume, trade or cash discounts for items purchased as part of doing business at University and that those discounts will accrue to Contractor and/or Compass and will not be credited back to University. Contractor represents that these discounds arise from the overall purchasing program of Contractor and Compass Group USA, Inc. in order to accrue favorable pricing for out clients in general, including the University.

XIII. Contractor Financial Reporting Guidelines

A. The Contractor shall provide a detailed Cost of Business and Net Sales statement, submitted monthly and a summary at the end of each year of the Agreement, identifying all sources of revenue by facility from where the sales were generated. The Cost of Business and Net Sales statements shall be accurately computed and submitted to the University by the 15th business day following the end of the calendar month. The Contractor shall provide complete records of the total amount of food served to students and the number of students served daily by meal shall be maintained and certified to be accurate by the Contractor upon request by a University. General ledger backup shall be available and provided to any University at its request. The Contractor's accounting system shall produce reliable and accurate Operating Statements. The Contractor shall accommodate all reasonable requests from the University for changes and additions to reporting formats

B. The Contractor shall comply with the requirements of the Gramm Leach Bliley Act (GLB) dealing with the confidentiality of customer information and the safeguards rule. Covered data and information include Student Financial Information, required to be protected under the GLB. Examples of student financial information include addresses, phone numbers, bank and credit card account numbers, income and credit histories, and Social Security numbers.

XIV. Revenue Management

A. The Contractor shall notify the University of the Contractor's Banking Institution prior to any change thereto. The Contractor shall collect, record and deposit all proceeds from Net Sales with the identified Banking Institution. Contractor shall be solely responsible for the security of monies and personnel during collection. Losses due to theft or mis-appropriation of any nature shall be the sole responsibility of Contractor. Contractor to report balance of the account in conjunction with each invoice under Section XI above and will show the balance as a credit against invoiced costs. Upon approval of the invoice by the University, Contractor is authorized to apply funds in the account to the invoiced amount. In the event the amount invoiced is greater than the balance of funds held by Contractor at the date of invoice, University shall pay the difference as set out in XI above.

B. The Contractor shall process all customer transactions involving a credit card or debit card. Contractor shall be responsible for Payment Card Industry compliance in its own tools and systems.

XV. Accounting and Budgeting

A. The Contractor shall provide separate annual operating statements and budget estimates for the Residential Dining Services, Retail Dining Services, and Catering in accordance with a format agreed upon between the University and the Contractor. The Operating Year will consist of 12 Accounting Periods pursuant beginning on July 1st of each year and ending on June 30th of the following year, unless otherwise mutually agreed in writing. Operating Statements are to include the previous accounting period and year-to-date totals for each line item.

B. By March 31st of each year, the Contractor shall submit to The University a preliminary annual budget for Dining Services operations for the next operating year, July 1 through June 30 (each, a "Fiscal Year"). The Contractor's budgets shall not contain automatic inflation-based adjustments. Justifications of any proposed increases or decreases in prices or expenses shall be detailed in writing as part of the annual business plan, tied to changes in the relevant price indices or market conditions, and subject to review by the University.

C. The Contractor shall maintain separate cash and charge records for all cost units to include: Residential Dining Services, Retail Dining Services, Concessions, and Catering for each facility, including any off-campus business.

XVI. Performance Metrics & Contractor's Management Fee at Risk

A. University and Contractor agree to establish a performance metrics program to allow University and Contractor to align annually on Key Performance Indicators (KPIs) that will improve the dining program at the University. The KPIs will be mutually agreed upon by the University and Contractor no later than May 30 of each Fiscal Year for implementation at the beginning of the following Fiscal Year. The parties agree there will be a minimum of four (4) KPIs, and Contractor will place 25% of the Management Fee paid by University to Contractor (or 1% of the total 4% Management Fee) at risk associated with the total KPIs (each KPI to be assigned a sub-portion of the total amount at risk).

B. For each Fiscal Year during the Term, Contractor shall accrue a monthly performance fund equal to 25% of the Management Fee paid by University to Contractor (or 1% of the total 4% Management Fee) for each month during such Fiscal Year. At the end of each Fiscal Year, the Parties shall evaluate the Contractor's productivity and service level performance against such KPIs. If University determines in its reasonable discretion that Contractor meets an established KPI target, Contractor shall retain accrued amount associated with such KPI, which amount becomes part of the overall Management Fee. If Contractor fails to meet an agreed-upon KPI target, the Contractor shall pay to University, as a year-end performance penalty, the accrued amount associated with the failed KPI. All penalties are to be paid 30 days after the end of the Fiscal Year.

C. For the initial set of KPIs, University and Contractor will meet and agree upon such KPI's within sixty (60) days of execution of the Agreement.

SCHEDULE 1
To Attachment B
Allowable Costs - Cost of Business

I. COST OF BUSINESS

"Cost of Business" shall include the direct and actual cost paid by the Contractor for the following allowable items, unless otherwise mutually agreed by the Parties:

(i) Food, beverages, supplies, and other products for resale as part of the Dining Services
(ii) Paper supplies and disposable ware for use in the Dining Services
(iii) Salaries and wages for onsite employees, either on a full time or part time basis, including but not limited to overtime, vacation pay, holiday pay, severance pay, pension cost, approved bonuses, sick pay, and other similar salaries and wages.
(iv) A flat charge of 28.92 percent (28.92%) of gross payroll to cover payroll taxes and employee benefit costs. Such costs include medical plans, life insurance, FICA, FUI, SUI, Workers' Compensation insurance, state disability insurance, 401(k) and payroll and benefit plan preparation and processing, and costs imposed due changes in any federal, state or local law including regulatory or legislative mandates, and legal costs ("T&B Rate"). The percentage allocation may be adjusted not less than annually. Contractor represents that the charge calculated hereunder is Contractor's good faith estimate of the applicable actual costs to Contractor solely for purpose of recovering those costs, that the estimate does not contain elements of profit or other revenue in excess of the estimated costs, and that adjustments to the rate reflect both increases and decreases in the listed costs to Contractor.
(v) Employee shift meals
(vi) Hiring costs and background checks for Chartwells' onsite employees
(vii) Temporary agency labor, where said use is agreed by the University
(viii) Employee training and recognition for on-site employees
(ix) Employee relocation expenses for on-site employees
(x) Uniforms
(xi) Time clock charges
(xii) Employee attendance at seminars or conferences that benefit University (upon prior this approval by University)
(xiii) Reasonable and approved travel expenses (upon University advance approval)
(xiv) Laundry service
(xv) Linens
(xvi) On-site office supplies (e.g., postage, paper, etc.)
(xvii) Flowers and decorations
(xviii) Printing
(xix) Smallwares (e.g., china, glass, cutlery and miscellaneous kitchen wares)
(xx) On-Site Equipment rental and/or leases
(xxi) Maintenance and repair for Chartwells and University Dining Services Equipment
(xxii) Computers, software and equipment necessary for Contractor's operations at the site, including associated maintenance costs
(xxiii) Hardware, leases, licenses and fees for customer facing technology
(xxiv) Vehicles for food service (truck, van, golf carts)
(xxv) Gasoline and vehicle maintenance
(xxvi) Business and operating licenses and permits directly related to the dining services
(xxvii) Cleaning and sanitation services and supplies
(xxviii) Pest control (to the extent not paid by University)
(xxix) Electricity, gas, water and sewer service (to extent not paid by University)

(xxx) Waste removal (trash, recycling, composting, grease removal)
(xxxi) Cell phones and wireless charges for business use
(xxxii) Marketing, promotions, merchandising and merchandising materials for the dining program
(xxxiii) License and permit costs for any ABC permits, license/inspection and any other permits or licenses
(xxxiv) Inspection fees required by law or by University
(xxxv) Franchise fees, license fees, and/or commissions payable for UOI approved product concept/licensing contracts, to include fees for assuming or replacing UOI-owned franchise agreements
(xxxvi) Banking fees and charges
(xxxvii) Credit card and bank card service and transaction fees
(xxxviii) Courier and armored car service charges
(xxxix) Subcontracted services as approved by University
(xl) Insurance charges and premiums (e.g. liability, auto, workers comp) as required in the Agreement
(xli) All other approved costs to provide the Dining Services and not designated as Chartwells Overhead or costs to be paid by University.

II. NON-BILLABLE COSTS

Contractor shall not be entitled to bill the following items as a "Cost of Business" unless otherwise mutually agreed in writing between the parties:

(i) Wages, salaries, benefits, and bonuses of home office employees and general, administrative, executive and management officers
(ii) Home office management costs such as general management overhead, transportation of management personnel, and any other indirect management costs
(iii) Corporate or regional office accounting expenses, including costs of producing corporate financial reports
(iv) Damages incurred and/or amounts paid for repairs or replacement of equipment as the result of the negligent or grossly negligent acts or omission of Contractor's employees
(v) Money or other property that is lost or stolen if such loss or theft is the result of Contractor's negligence
(vi) Inventory interest or carrying cost
(vii) Home Office or Outside Counsel Legal expenses
(viii) All corporate taxes (except employer/payroll tax and sales tax directly associated with Contractor's onsite services)
(ix) Amortization Expense of Signing Bonus, Pre-Opening Expenses, Innovation fund, In-Kind Funds, and Capital Investment (except for unamortized balance upon an early termination)
(x) Contractor employee parking permits

CONTRACTOR ATTACHMENT C: FINANCIAL COMMITMENT
(Pages 73 through 79)

Contract Number:UI-866

CONTRACT FOR

Management of Dining Services

WITH

Chartwells Higher Education

ATTACHMENT C – FINANCIAL COMMITTMENT

ATTACHMENT C
Financial Commitment

A. Capital Investment

1. The Contractor will provide a total investment in the Client's dining service program to fund capital improvements to the Client's premises to facilitate the dining service program, and to fund Pre-Opening/Transition Expenses, in a total sum not to exceed $3,072,274 (collectively, the "Capital Investment"), as set forth in the table below. The portion of the Capital Investment attributed to pre-opening / mobilization expenses

shall not exceed $473,274 ("Pre-Opening"). The Capital Investment shall be amortized monthly on a straight-line basis as set forth in the table below.

(33)	**Amount**	**(34)**	**Projected Use**
(37)	$473,274	(38)	Pre-Opening
(41)	$69,000	(42)	The Eatery at Vandals Village
(45)	$500,000	(46)	Slim Chickens
(49)	$1,100,000	(50)	Tradecraft & Foodery 208 phase 1, conversion of EBB; and phase 2
(53)	$90,000	(54)	True Burger
(57)	$90,000	(58)	The Market @ LLC
(61)	$600,000	(62) (63) (64)	Pom & Honey
(67)	$50,000	(68)	Vandals Express

(71)	$100,000	(72) Technology
(75)	$3,072,274	**(76) Total**

2. The amortization will not be charged to the University as a direct expense or an allocated charge.

3. University shall hold title to all such equipment (with the exception of those items that bear the name Chartwells, its logo, or any of its service logo marks or trademarks or any logo, service marks or trademarks of a third party).

4. Upon expiration or termination of this Agreement by either party for any reason whatsoever prior to the complete amortization of any portion of the Investment, University shall pay the Contractor for the unamortized portion of the Capital Investment and Pre-Opening with thirty (30) days of expiration or termination.

5. For the purposes of clarity, the amortization and depreciation expense for the Pre-Opening Expenses, Signing Bonus, Innovation Fund and other In-Kind Funds, and Capital Investment shall not be treated as a Cost of Business (as defined in Attachment B) for purposes of billing to the University, and instead, such amounts shall be accrued, amortized and depreciated by Contractor on its books on a below-the-line basis. However, should the Agreement be terminated early, University shall remain liable for the repayment of any unamortized balance of such Pre-Opening Expenses, Signing Bonus, and Capital Investment as set forth in this Attachment.

B. Value Added Service - Annual Contribution

The Contractor will provide the following special services at no cost to the University. Except as specifically indicated below, such services will be provided in-kind, have no cash value, and unused amounts expire at the end of the spring semester.

(79) Added Service	(80) Notes	(81) Dollar Value
(82) Recruitment Efforts Fund	(83) Assistance with Meal swipes or events for prospective students touring campus (Retail value)	(84) $16,000

(85)	Food Shelves / Pantry Fund	(86)	Food donations to the Vandal pantries (Retail value)	(87)	$5,000
(88)	Presidential Catering Fund	(89)	Funding available for Presidential approved catering (Retail value)	(90)	$20,000
(91)	Student Catering Fund	(92)	Funding available for student catering as approved by the University (Retail value)	(93)	$7,500
(94)	Sustainability Donation	(95)	Annual September cash donation to the Sustainability Center or any other campus entity of your discretion	(96)	$10,000
(97)	Athletic Scholarship Donation	(98)	Annual September cash donation to be used at the discretion of Vandal Athletics	(99)	$10,000
(100)	Student Scholarship Donation	(101)	Annual September cash donation to be used at the discretion of the Division of Student Affairs	(102)	$20,000
(103)	Food Insecurity Donation	(104)	Annual September cash donation to any food security initiatives driven by the University of Idaho	(105)	$5,000
(106)	Ten (10) Executive Meal Plans per Semester	(107)	These are true donations and do not reflect any adjustment to current cost of meals. To be used at the discretion of the University	(108)	$2,000
(109)	2% True Burger Sales	(110)	2% of annual Net Sales (as defined below) at True Burger will be provided to the University annually and used at their discretion	(111)	$4,204 Estimated
(112)	Internships	(113)	Base wages for four interns excluding T&B	(114)	$27,576
(115)	Leaders Professional Development	(116)	Professional development workshops for Chartwells onsite team, four per year (In Kind)	(117)	Undefined
(118)	Cultural Series	(119)	Cultural series as part of Chartwells Annual Marketing Toolkit (In-Kind)	(120)	Undefined
(121)	**Total Annual Contribution**	**(122)**		**(123)**	**$127,280**

The Recruitment Efforts Fund, Food Shelves/Pantry Fund, Presidential Catering Fund and Student Catering fund will not accrue evenly each month but will be made available July 1 of each contract year and available for usage at the University's discretion through the end of that contract year; provided, however, any funds not utilized by the end of that contract year will not carry over to the following year and will be forfeited. All cash Donations (Sustainability, Athletic Scholarship, Student Scholarship and Food Insecurity) shall accrue evenly each month throughout the year and be paid out annually in September. An annual reconciliation of the In-Kind Funds will be performed no later than the 15th of May in each contract year. These funds may be reallocated to other food service program needs by mutual consent

C. <u>Signing Bonus</u>

No later than October 16, 2021, Chartwells will provide Client with a signing bonus in the amount of $1,000,000 (the "Signing Bonus"). The Signing Bonus will be amortized on a straight line basis over ten (10) years from July 1, 2021 through June 30, 2031. Client may use the Signing Bonus at its sole discretion. During the Term of the Agreement, Chartwells will

assume the amortization costs for the Signing Bonus as a below the line expense to Chartwells. If the Agreement expires or is terminated for any reason prior to the full amortization of the Signing Bonus, the Client is liable for and promises to pay to Chartwells the unamortized portion of the Signing Bonus immediately upon expiration or termination.

If Client and Chartwells mutually agree to extend this Agreement after the initial term, in July 2026, Chartwells will provide Client with a signing bonus in the amount of $300,000 (the "Signing Bonus No. 2"). Signing Bonus No. 2 will be amortized on a straight line basis over five (5) years from July1, 2026 through June 30, 2031. Client may use Signing Bonus No. 2 at its sole discretion. During the Term of the Agreement, Chartwells will assume the amortization costs for Signing Bonus No. 2 as a below the line expense to Chartwells. If the Agreement expires or is terminated for any reason prior to the full amortization of Signing Bonus No. 2, the Client is liable for and promises to pay to Chartwells the unamortized portion of the Signing Bonus No. immediately upon expiration or termination.

D. Innovation Fund

In years four through eight of this Agreement, and provided that notice of termination of this Agreement has not been provided by either Party during the applicable Fiscal Year, as set forth below, Chartwells shall contribute to an Innovation Fund to be used for ongoing program improvements and innovations to the Dining Service program in the annual amount of 1.5% of Net Sales (the "Innovation Fund"). Chartwells shall contribute to the Innovation Fund on a monthly basis based on projected annual Net Sales. All expenditures from the Innovation Fund shall be mutually agreed upon by the Parties. Annual contributions not used by the end of each year will roll over to the next year. An annual reconciliation of the Innovation Fund will be performed no later than the 15th of August each year, initiated and submitted for review by Chartwells, after the Innovation Fund is commenced. These funds may be reallocated to other food service program needs by mutual consent to avoid a material surplus being accrued every year from which neither party benefits. In the event the Innovation Fund is exhausted during any year, Chartwells shall have no further obligation to fund the Innovation Fund during that year. In the event of expiration or termination of this Agreement, Client will retain any accrued and unspent amount, and Chartwells shall have no further obligation with respect to the Innovation Fund as of the expiration or termination date.

The Innovation Fund is provided by Chartwells at no cost to University. Chartwells will not invoice or charge the Innovation Fund to the University as a Cost of Business.

With respect to Sales made by subcontractors, Net Sales shall include only the portion of subcontracted Net Sales retained by Chartwells, and shall not include the portion of subcontracted Net Sales paid to or retained by the subcontractor.

E. Contractor Employee Parking

Contractor shall pay the costs for its employees to obtain the necessary University parking passes/permits in order to provide the services hereunder. Such costs will not be a Cost of Business charged back to the University.

F. BUILT

The Parties hereby agree that all construction projects utilizing the Capital Investment outlined in this Agreement shall be managed by BUILT, a sister company of Chartwells. As part of the scope of services to be performed by BUILT, the Parties agree as follows: (1) capital amounts stated in the Agreement for projects are budget estimates only and are not firm as of the Effective Date of this Agreement; (2) BUILT will work closely with Client to perform a thorough architectural and engineering evaluation of the Client's current space, create a proposed interior design scheme and develop drawings for each listed project; thereafter, BUILT will engage in negotiations with various subcontractors to obtain firm pricing to perform the

construction or remodeling work based upon such drawings; (3) as budget estimates for costs are revised during each phase of a project, BUILT shall provide periodic updates of such cost updates (costs will be finalized at such time as all subcontractors and vendors are selected and firm purchase orders issued and agreed); (4) pricing estimates are in current dollars as of the Effective Date of the Agreement and may escalate over time; and a (5) a Change Order process will be mutually agreed between the parties and utilized during the design and construction process. Once the design and construction bids are received and a final budget for the work is agreed in writing between Client and BUILT, Chartwells will be responsible to meet the agreed budget, subject to approved Change Orders.

University maintenance shall monitor all projects and have the final approval authority of all modifications, alterations, improvements or construction. All modifications, alterations, improvements or construction, whether permanent or temporary in nature (except all proprietary trade dress, millwork, signage and equipment) becomes the property of the University.

The project budgets developed by BUILT assume: (a) that the project location does not contain any pre-existing environmental hazards, including but not limited to any asbestos, lead, hazardous or toxic substances, mold, fungi, environmental impairments, or other similar contaminants; (b) that the project location does not require any structural repairs of exterior walls, foundations, structural columns, beams, and joists behind the interior walls, electrical supply systems, roof or roof penetrations, fire and life safety systems, plumbing, HVAC, gas lines up to regulator and meter, or structural floors which collectively enclose the project location (collectively, the "Structural Components"); and (c) that there are no added costs for federal, state, or local sales and used taxes, performance bonds or special (e.g., Builder's Risk) insurance policies.

G. Financial Assumptions

- Board operating days assumes to be 227.
- Meal plans remain unchanged from current structure in year 1 with exception of meal exchange offered. Model assumes new meal plans introduced in Fall 2022.
- 10% of total declining balance dollars sold in connection with meal plans will remain unused during year 1. Thereafter, with the introduction of new meal plans beginning Fall 2022, Chartwells assumed 5% of all declining balance dollars sold will be unused at the conclusion of each academic year.
- Meal plan pricing to students will increase 2% annually with the exception of year 1 where we have assumed there will be no price increase above 2020-21 rates.
- 28.92% blended taxes and benefits rate.
- Financial model assumes annual retail pricing increases will be consistent with CPI/ECI data.
- Financial model assumes all Capital Investment (excluding the signing bonuses) will be used toward existing location upgrades as described in this Attachment D.

- All capital investments will be amortized as set forth in this Attachment D.
- All national brand sales will be subject to royalty fees based on the following percentages (of sales):
    - Qdoba – 6%
    - Einstein Bros. Bagels – 7.5%
    - Chick Fil-A – 10%
    - Slim Chickens – 5.5%
- Meal plan enrollment for year one is based on the information provided in Appendix D of the University's Request for Proposal.
- Meal plan pricing for year one is consistent with current prices according to the University of Idaho's dining website
- Year two (Academic Year 2022/23) meal plan enrollment and retail sales assumes a return to pre-Covid levels.
- RA meal plans assumed in total meal plan counts provided.
- Any unused In-kind catering funds will not roll over from year to year.
- Food cost per meal served is assumed $2.75 in year 1 and will increase 2% annually.
- Student wages start at $11.49 per hour.

If there is a change to any of the assumptions above or such assumption is no longer accurate as stated, and if such change or inaccuracy of the assumption has or will have an impact on the overall financial return or operations by Contractor of the Dining Services program, Contractor will give notice to University of such impact. The Parties will thereafter meet to identify and discuss mutually agreeable modifications to the Dining Service program to mitigate such impact. Mitigation steps may include, but are not limited to, modification in overall operational hours, modifications to the Management Fee or Capital Investment, or other reasonable adjustments to the program.

CONTRACTOR ATTACHMENT D: HOURS OF OPERATION
(Pages 81 through 82)

Contract Number:UI-866

CONTRACT FOR

Management of Dining Services

WITH

Chartwells Higher Education

ATTACHMENT D - Hours of Operations

Services

Services/ Hours / Meal Period

The Contractor shall prepare and furnish food for service at the locations and times indicated in the table below for the 2021/22 Fall and Spring semesters. The hours of service may only be changed with as requested and approved by the Dining Services Liaison.

Location	Monday – Friday	Saturday – Sunday
The Eatery at Vandal Village	Breakfast 7 AM – 10 AM Lunch 11 AM – 2 PM	Brunch 8 AM – 2 PM Dinner 4:30 PM – 7:30 PM

	Dinner 4 PM – 7 PM		
Chick-fil-A	10 AM – 7 PM		CLOSED
Qdoba	10AM – 4 PM		CLOSED
True Burger	10 AM – 4 PM		CLOSED
Einstein Bros. Bagels	7 AM – 2 PM		CLOSED
Market		11 AM – 11 PM	
Pom & Honey		11 AM – 8 PM	
Ghost Kitchen		8 PM – 12 AM	
Vandals Express	7 AM – 3 PM		CLOSED
Fishbowl Market	Closed until further notice		Closed until further notice

University of Idaho - Two Year Projection

	2021-2022	2022-2023
Board Plan	$ 4,162,585	$ 5,330,621
Declining Balance	996,877	702,380
Retail	1,496,000	1,632,570
Catering, Camps and Conference	1,352,449	1,403,527
Concession	185,045	190,596
Total Net Sales	**8,192,956**	**9,259,694**
Total Program Costs	6,360,227	6,876,546
Management Fee	327,718	370,388
UNIVERSITY OF IDAHO PROJECTED NET REVENUES	**$ 1,505,011**	**$ 2,012,760**

Assumptions:

Meal plans remain unchanged from current structure in year 1 with exception of added meal exchange. New meal plans introduced in Fall 2022.

University keeps value of unused Declining Balance sold. 10% of total declining balance dollars sold assumed unused during year 1. With the introduction of new meal plans beginning Fall 2022, Chartwells assumed 5% of all declining balance dollars sold will be unused in year 2.

Meal plan pricing to students will increase 2% annually with the exception of year 1 where we have assumed there will be no price increase above 2020-21 rates.

Annual retail price increases will be consistent with CPI/ECI data.

Meal plan enrollment for year one is based on the information provided in Appendix D, UI Meal Plan Pricing tab.

1,343 Residential Meal Plans (including RA's)

307 Voluntary Meal Plans

Year two (Academic Year 2022/23) meal plan enrollment and retail sales assumes a return to pre-Covid levels.

All capital investment (excluding the signing bonuses) will be used toward existing location upgrades as described in Chartwells' final proposal.

All capital investments will be amortized over the 10-year contract base and extension term at Chartwells' expense.

Chartwells will also bear cost of In-Kind Contributions and employee parking permits.

Chartwells management fee calculated at 4% of total net sales, with 25% of fee considered variable and earned only if mutually determined program KPI's are met.

UNIVERSITY OF IDAHO

SUBJECT

Release of Easement on Caine Center Endowment Lands

REFERENCE

February 15-16, 2017	Disposal of Caine Property (U of I owned) approved
April 18-19, 2018	Disposal of Caine Property (U of I owned) new offer approved
February 2019	Purchase of real property in Minidoka County for construction of CAFE Research Dairy Facility approved
June 19-20, 2019	New offer on Caine Property (U of I owned) approved
October 16-17, 2019	Correction to Motion re Sale of Caine Property (U of I owned) approved
December 18-19, 2019	CAFE Research Dairy - Design Phase Authorization approved
June 10, 2020	Sale of Remaining Caine Property (U of I Owned) approved

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.iii Disposal of Real Property

BACKGROUND/DISCUSSION

The Idaho Department of Lands is requesting that the U of I release its interest in the endowment lands that lie adjacent to the Caine Veterinary Center property which the U of I sold earlier in 2020. This request comes in conjunction with plans by IDL to sell this endowment property in order to maximize its current value as development property, and then to re-invest the sales proceeds in other agricultural lands. The U of I supports this sale and the requested release of interest in the property to be sold.

In February 2019 the Board approved acquisition of real property in the Magic Valley as the site for the research diary that is a main component of the U of I's planned Center for Agriculture, Food and the Environment (CAFE). U of I then acquired 236 contiguous acres of the permitted dairy site along with crop land for $2.5 million. In a companion transaction the Idaho Dairymen's Association Foundation acquired an adjacent 302 acres of crop land for $2 million which will

be donated to the U of I when a certain level of milking operation has been achieved at the research dairy. The U of I has also acquired property near Jerome for construction of the outreach and education center component of CAFE.

To fund these acquisitions, and other elements of CAFE, U of I has been liquidating real property holdings that are no longer necessary for the current Agricultural Research and Extension operations. These holdings include approximately 75 acres in Sandpoint (formerly a research center which was closed in conjunction with budget cuts in 2008-2010); as well as approximately 40 acres and a building at the Caine Veterinary Center in Canyon county (which was closed in 2016 as part of a restructuring within the College of Agricultural and Life Sciences). The Sandpoint property generated a purchase price of $4 million, and the U of I's property at the Caine Center (sold in two separate parcels) generated approximately $1.3 million.

Adjacent to the U of I's property at the Caine Center is a parcel of land (282 acres) held in the Agricultural College Endowment managed by the Idaho State Board of Land Commissioners (Land Board) through the Idaho Department of Lands (IDL). Since 1947 the U of I has operated on this land as part of its experimental farm operation in Canyon County. U of I's use of the land is under an easement granted by the Land Board in 1947 for purposes of an experimental farm. However with the closure of the Caine Center and sale of the U of I property there, operation of the endowment lands as an experimental farm has lost much of its value from a research standpoint. A copy of the easement document is attached to these materials as Attachment 1.

IDL has noted the success the U of I had in marketing its portion of the Caine Center lands and is now desiring to move forward with marketing the 282 acre endowment parcel as well. IDL believes that sales revenues from the parcel could reach above $5 million. Under current Idaho law, these sales proceeds may be deposited into a Land Bank Fund (Idaho Code § 58-133) and used for a later purchase of endowment lands. U of I has identified adjacent crop lands that would be of material benefit to the operation of CAFE and is in discussion with IDL regarding acquisition of this property and the terms under which the property might be used by the University as part of its experimental farm.

As part of the proposed sale by IDL, the U of I has been asked to release its easement claim on the endowment land acreage to be sold. Doing this will allow the property to be sold without any encumbrance from the easement and thus will maximize the sales price.

IMPACT

There is little financial impact on the U of I from release of the 1947 easement. The property does not generate income for the endowment due to its use by the University. At the same time, the property's usefulness to the University has been greatly diminished due to the sale of the adjacent University lands and other

changes in the Ag Experiment Operations in the vicinity of this parcel. The University realizes that there is no guaranty that future lands will be made available as this one was for use as an experimental farm, however we believe that all parties lose if this opportunity to sell the endowment parcel at the current market value is lost.

ATTACHMENTS

Attachment 1 – 1947 Easement
Attachment 2 – Release of Easement (approval draft)

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The release of the easement to the Idaho Department of Lands will affect the University of Idaho minimally, and may provide further benefit to the University if IDL is able to increase the sales price based on the sale of the property. The value to the University has decreased since the sale of the Caine property and the greatest return for the U of I is to release the easement. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for release of the easement encumbering certain Agricultural College endowment lands located in Canyon County, Idaho so as to facilitate the sale thereof by the Idaho Board of Land Commissioners for the benefit of the Agricultural College Endowment and the University of Idaho as the endowment beneficiary; and further to authorize the Vice President for Finance and Administration of the University of Idaho to execute the Release of Easement in substantial conformance to the form submitted as Attachment 2, as well as any other documents necessary to carry out the release as approved.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

No. 819

ATTACHMENT 1

THIS INDENTURE, made this 27th day of January, 1947, by and between the State of Idaho, acting through the State Board of Land Commissioners, as party of the first part, and the University of Idaho, Moscow, Idaho, as party of the second part;

WITNESSETH: That for and in consideration of the sum of One and no/100 ($1.00) Dollars, lawful money of the United States, receipt whereof is hereby acknowledged, the party of the first part does hereby convey and grant an easement unto the University of Idaho, its successors or assigns, for an experiment farm and improvements thereon, the following described land situated in Canyon County, State of Idaho, to-wit:

NE¼ Sec. 9 and NW¼ Sec. 10, Twp. 3 N.,
Rge. 3 W., B. M.

IN WITNESS WHEREOF, the State Board of Land Commissioners has caused these presents to be executed by its President, the Governor of the State of Idaho, and countersigned by the Secretary of State and State Land Commissioner.

STATE BOARD OF LAND COMMISSIONERS

C. A. Robins
President
and Governor of the State of Idaho

Countersigned:

J. C. Price
Secretary of State

Robert Coulter
State Land Commissioner

State of Idaho)
) ss.
County of Ada)

On this 27th day of January, 1947, before me, a Notary Public, in and for said County and State, personally appeared C. A. Robins, Governor of the State of Idaho and President of the State Board of Land Commissioners, J. D. "Cy" Price, Secretary of State and Robert Coulter, State Land Commissioner, known to me to be the persons whose names are subscribed to the within instrument and acknowledged to me that they executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year first above written.

Notary Public residing at

RELEASE OF EASEMENT

COMES NOW THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and does hereby release in full, that certain easement dated the 27th day of January, 1947, a true and correct copy of which is attached hereto as Exhibit A.

Date:

REGENTS OF THE UNIVERSITY OF IDAHO

_____

By: Brian Foisy, Vice President for Finance and Administration, University of Idaho

State of Idaho

County of Latah

On this _____ day of _____, 2021 , before me, a notary public for the State of Idaho, personally appeared ___Brian Foisy_____, known to me to be the person named in the foregoing, and acknowledged to me that he executed the same as Vice President for Finance and Administration of the University of Idaho on behalf of the Regents of the University of Idaho, for the uses and purposes therein mentioned.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal the day and year in the certificate first above written.

_____

Notary Signature

Printed Name:_____

My Commission expires: _____, 20__

= = = = = = = = =

No. 819

THIS INDENTURE, made this 27th day of January, 1947, by and between the State of Idaho, acting through the State Board of Land Commissioners, as party of the first part, and the University of Idaho, Moscow, Idaho, as party of the second part;

WITNESSETH: That for and in consideration of the sum of One and no/100 ($1.00) Dollars, lawful money of the United States, receipt whereof is hereby acknowledged, the party of the first part does hereby convey and grant an easement unto the University of Idaho, its successors or assigns, for an experiment farm and improvements thereon, the following described land situated in Canyon County, State of Idaho, to-wit:

NE¼ Sec. 9 and NW¼ Sec. 10, Twp. 3 N.,
Rge. 3 W., B. M.

IN WITNESS WHEREOF, the State Board of Land Commissioners has caused these presents to be executed by its President, the Governor of the State of Idaho, and countersigned by the Secretary of State and State Land Commissioner.

STATE BOARD OF LAND COMMISSIONERS

C. A. Robins

President
and Governor of the State of Idaho

Countersigned:

J. D. Price

Secretary of State

Robert Coulter

State Land Commissioner

State of Idaho)
) ss.
County of Ada)

On this 27th day of January, 1947, before me, a Notary Public, in and for said County and State, personally appeared C. A. Robins, Governor of the State of Idaho and President of the State Board of Land Commissioners, J. D. "Cy" Price, Secretary of State and Robert Coulter, State Land Commissioner, known to me to be the persons whose names are subscribed to the within instrument and acknowledged to me that they executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year first above written.

Richard B. Fallon

Notary Public residing at

UNIVERSITY OF IDAHO

SUBJECT

Discontinue Master of Art Teaching

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

University of Idaho proposes to discontinue the Master of Art Teaching degree program. The program was closed and students were taught out in 2009; however, the program was not formally approved for discontinuation through the university's internal processes and was not discontinued through the state's program review process.

IMPACT

Approval of the discontinuation would formally remove this degree from the university's current program offerings. There are no students currently enrolled in the program. The Master of Fine Arts in Studio Art and Design remains as an option to students. There is no fiscal impact associated with this discontinuance.

ATTACHMENTS

Attachment 1 – University of Idaho- Discontinue Master of Art Teaching

STAFF COMMENTS AND RECOMMENDATIONS

The discontinuation of the Master of Art Teaching was not processed through internal processes with Art & Design and College of Art and Architecture curriculum committees. This error has been rectified and the University of Idaho is now prepared to officially discontinue the degree per Board Policy.

Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 4, 2021, and to the Committee on Instruction, Research, and Student Affairs on April 7, 2021. Board staff recommends approval.

BOARD ACTION

I move to approve the request by University of Idaho to discontinue the Master of Art Teaching degree program as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Discontinuation

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Art and Architecture
Name of Department(s) or Area(s):	Art and Design

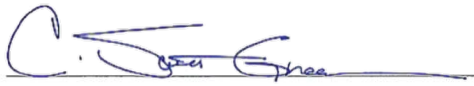
Program Identification for Proposed Discontinued Program:

Title:	MAT Art
Degree/Certificate:	Master of Art Teaching
Method of Delivery:	Online
CIP code:	13.1302
Proposed Discontinuation Date:	Summer 2021

Indicate whether this request is a discontinuation of either of the following:

- ☐ Undergraduate Program
- ☐ Undergraduate Certificate
- ☐ Administrative/Instructional Unit
- ☐ **CTE Program (check all that apply)**
  - ☐ Basic Technical Certificate
  - ☐ Intermediate Technical Certificate
  - ☐ Advanced Technical Certificate
  - ☐ Associate of Applied Science Degree
- ☒ Graduate Program
- ☐ Graduate Certificate
- ☐ Other

College Dean (Institution)	Date	State Administrator	Date
Oct. 15, 2020		1/26/20	
Graduate Dean **(as applicable)**	Date	Academic Affairs Program Manager	Date
1/4/2021		Jan. 26, 2021	
VP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
1/8/2021		1/25/2021	
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date
1/4/2021			



1/8/2021

President Date SBOE/Executive Director Approval Date

1. **Provide rationale for the discontinuance.**

The program was essentially closed and taught out in 2009. The discontinuance was initiated by the former Dean but was not approved by the Art + Design and College of Art and Architecture curriculum committees. The initial discontinuation proposal did not go to the UCC.

This year, the Art + Design and the college curriculum committees voted to formally discontinue the program.

2. **Teach-out Plans/Options for currently enrolled students.**

a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

The program has been taught out. There are no students in the program.

b. Is there an alternative program/major or field of study? If so, please describe.

The MFA in Studio Art and Design remains available to students.

c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

N/A

3. **Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).**

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Eastern Illinois Univ.	MA	Master of Arts in Art Education (online)
Univ. of Florida	MA	Master of Arts in Art Education (online)
Ohio State Univ.	MA	Master of Arts in Art Education (online)
Univ. of Nebraska	MA Ed	Master of Arts in Art Education (online)

4. **Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.**

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY_17-18_	FY__18-19	FY_19-20_	FY__20-21 (most recent)	FY_17-18_	FY_18-19_	FY_19-20_	FY__20-21 (most recent)
BSU								
ISU								
UI	0	0	0	0	0	0	0	0
LCSC								

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

   There will be no effect on the other programs or the mission of the institution.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

   There will be no effect on the faculty and staff as a result of discontinuance.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

   There will be no financial effect on the program or institution as there are no resources currently dedicated to teaching and no students enrolled in the program. We have not marketed the program and have not recruited students.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 20-21		FY _____		FY _____		FY _____	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0	0						
B. Shifting enrollments								
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY 20-21		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	$0.00	$0.00						
2. Institution Funds	$0.00	$0.00						
3. Federal	$0.00	$0.00						
4. New Tuition Revenues from Increased Enrollments	$0.00	$0.00						
5. Student Fees	$0.00	$0.00						
6. Other (i.e., Gifts)	$0.00	$0.00						
Total Revenue	$0	$0	$0	$0	$0	$0	$0	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 20-21		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0	0.00						
2. Faculty	$0.00	$0.00						
3. Adjunct Faculty	0	$0.00						
4. Graduate/Undergrad Assistants	0	$0.00						
5. Research Personnel	0	$0.00						
6. Directors/Administrators	0	$0.00						
7. Administrative Support Personnel	0	$0.00						
8. Fringe Benefits	0	$0.00						
9. Other:	0	$0.00						
Total Personnel and Costs	$0	$0	$0	$0	$0	$0	$0	$0

	FY 20-21		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$0.00	$0.00						
2. Professional Services	$0.00	$0.00						
3. Other Services	$0.00	$0.00						
4. Communications	$0.00	$0.00						
5. Materials and Supplies	$0.00	$0.00						
6. Rentals	$0.00	$0.00						
7. Materials & Goods for Manufacture & Resale	$0.00	$0.00						
8. Miscellaneous	$0.00	$0.00						
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

	FY 20-21		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0.00	$0.00						
2. Equipment	$0.00	$0.00						
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 20-21		FY		FY		FY	
D. Capital Facilities Construction or Major Renovation		$0.00						
E. Other Costs								
Utilites		$0.00						
Maintenance & Repairs		$0.00						
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$0	$0	$0	$0	$0	$0	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

I.A.B.	

BOISE STATE UNIVERSITY

SUBJECT

Master of Population and Health Systems Management

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a 30-credit Master of Population and Health Systems Management (MPHSM) degree that will be offered wholly online. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. The proposed MPHSM degree is a collaborative program between Boise State University and the Healthcare Financial Management Association (HFMA). The program is designed for students who wish to advance their careers through an integrated curriculum that encompasses content in both patient-centered populations and risk reduction-based delivery as well as health organization operations and healthcare finance.

There is a substantial need for the proposed program as the healthcare industry is transitioning away from volume-based payments to value-based payments. Value-based payments entail paying for care based on clinical outcomes and patient experience. The rapidly changing business climate for healthcare organizations makes it challenging to provide comprehensive education and equally challenging for leaders of healthcare organizations to stay current in their command of management strategies. The proposed program offered in collaboration with HFMA will serve this growing educational need.

IMPACT

The program will not require the use of any new state appropriated funds. The program will operate under Board Policy V.R.3.a.x. as it pertains to wholly online program fees. Students will be charged $790 per credit hour. For the 30 credits required for completion of the proposed program, the total cost will be $23,700, significantly lower than similar programs, almost all of which are offered online or in a hybrid format.

A review of three institutions offering similar online/hybrid degrees found that the closest competitor based on program costs is Johns Hopkins University costing $37,587 and requiring 51 credits. The highest cost program totals $51,705 (out-of-state rate) requiring 45 credits. BSU's program will charge the same rate for in-state and out-of-state students. By offering the proposed program at BSU, Idaho students will benefit from a program offered by a local institution and a more affordable price point than similar online/hybrid options elsewhere in the country.

Additionally, graduates of Boise State's program will be eligible to receive four HFMA certifications along with their degree.

It is important to note that many of the likely students to enroll in the MPHSM program will have tuition costs covered by their employers. For students who decide to pursue this degree on their own (without financial assistance from an employer), the employment prospects and associated compensation from those prospects will greatly outweigh the up-front tuition cost. Additionally, the proposed online program is an affordable option for students and employers because it allows place-bound (and often rural) and time-bound students the ability to not have to forfeit their jobs, uproot their families, spend time commuting, or pay for increased child care costs in order to complete the proposed degree.

Finally, this unique and highly desirable program is not offered in other Idaho higher education institutions, and, thus, there is no duplication.

The program will fund new adjunct/lecturer/faculty instruction to cover the additional instruction credit required by the program. This will include a program coordinator, curriculum coordinator and support personnel. Total expenditures, including operating costs range from $230,147- $658,945 over a five-year period.

ATTACHMENTS

Attachment 1 –Master of Population and Health Systems Management Proposal

STAFF COMMENTS AND RECOMMENDATIONS

As provided in the program proposal, the proposed program is a unique collaborative program co-created and delivered by Boise State University and the Healthcare Financial Management Association. The collaboration includes a revenue sharing agreement where 30% of the gross revenue from the program is distributed to the HFMA for specific responsibilities and contributions to include marketing and recruitment; content and faculty expertise; and facilitating opportunities for students to earn up to four HFMA certifications. These certifications are: Certified Healthcare Financial Professional, Certified Specialist Business Intelligence, Certified Revenue Cycle Representative and Certified Specialist Accounting & Finance.

BSU anticipates 12 enrollments initially reaching 48 by FY2026 with approximately 7 students graduating in FY23. The program will be scaled based on demand for the degree offerings as provided in their program proposal. Because the program will be using the online program fee model, minimum enrollments are based on course registrations, which range from 254 to 662 annual credits and 10.60 to 27.60 annual FTEs over a five-year period. If enrollments are not met, BSU will adjust to reflect actual activity and will evaluate the enrollments annually. If in the long term it is not fiscally sustainable, the program will be discontinued.

While the proposed program is currently not listed on BSU's approved three-year plan, it was included in their draft plan submitted in 2020. Due to the pandemic, program planning was postponed last academic year. Draft plans were in progress and were shared with the Instruction, Research, and Student Affairs Committee to demonstrate impacts on program planning and immediate plans for the future. In accordance with Board Policy III.Z, no institution has the statewide program responsibility specifically for health systems management programs. Currently there are no Master's level programs in health system management being offered by Idaho's universities. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online.

BSU also requests approval to assess an online program fee of $790 per credit for the Master's program consisting of 30 credits, which amounts to $23,700. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on March 4, 2021; to the Instruction, Research, and Student Affairs (IRSA) committee on April 7, 2021; and to the Business Affairs and Human Resources (BAHR) committee on April 9, 2021.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an online Master of Population and Health Systems Management program, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Boise State University to charge an online program fee of $790 per credit for the Master of Population and Health Systems Management program, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	January 2020
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Health Sciences
Name of Department(s) or Area(s):	School of Allied Health Sciences

Official Name of the Program:	Master of Population and Health Systems Management			
Implementation Date:	Fall 2021			
Degree Information:	Degree Level: Masters	Degree Type: Master		
CIP code (consult IR /Registrar):	51.0722 Healthcare Innovation			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% Online			
Geographical Delivery:	Location(s)	Boise	Region(s)	III
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee
	X	Online Program Fee		
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional Responsibility		Statewide Responsibility

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Consolidation of Existing Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] New Off-Campus Instructional Program
- [ ] Expansion of Existing Program
- [ ] Other (i.e., Contract Program/Collaborative

DocuSigned by: Dr. Tim Dunnagan 12/23/2020 | 2:10 PM PST
Date

DocuSigned by: Dr. Tammi Vacha-Haase 12/23/2020 | 3:47 PM PST
ficial Date

DocuSigned by: 5BCB8035ED1D44C... 1/8/2021 | 1:40 PM MST
cal Officer (Institution) Date

DocuSigned by: A835A6C51CCE432... 12/23/2020 | 6:14 PM PST
Instruction (Institution) Date

DocuSigned by: AFFACAFF49FD495... 1/15/2021 | 10:45 AM PST
Date

Vice President for Research (Institution; as applicable) Date 2/2/2021

Academic Affairs Program Manager, OSBE Date

Todd J. Kilburn 3/11/21
Chief Financial Officer, OSBE Date

TJ Bliss 2/2/2021
Chief Academic Officer, OSBE Date

SBOE/Executive Director Approval Date

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Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   Boise State University proposes the creation of an online program that will award a Master of Population and Health Systems Management. The proposed program will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs. However, it should be noted that the students will have two opportunities to participate in instructional activities that will be delivered on campus.

   This program is a unique collaborative program co-created and delivered by Boise State University and the Healthcare Financial Management Association (HFMA). These organizations chose to collaborate due to the excellent reputation of Boise State University in the area of online education and health education, as well as the strong reputation of the HFMA in the area of delivering healthcare finance education to their financial, operational and clinical members and non-members.

   This collaboration includes a revenue sharing agreement where 30 percent of the gross revenue from the program is distributed to the HFMA for the following responsibilities and contributions:
   - Marketing and recruitment: The diverse HFMA community has more than 58,000 members, (over 150 of which are in the local Idaho chapter) including healthcare finance leaders and professionals from hospitals and health systems, provider organizations, physician practices, business partners and health plan markets.
   - Content and faculty expertise:
     Five (5) of the ten (10) courses use pre-existing and specialized content from HFMA.
     The five courses that contain HFMA content cover specific healthcare-specific information such as healthcare payment principles, cost analysis of healthcare organizations, and healthcare business operations.
   - Students have the potential to earn up to four (4) HFMA certifications as part of the master's degree. There is no additional cost to the student. The eligible HFMA certifications include:
     - Certified Healthcare Financial Professional
     - Certified Specialist Business Intelligence
     - Certified Revenue Cycle Representative
     - Certified Specialist Accounting & Finance

   This master's degree program is designed for students who wish to advance their careers through an integrated curriculum that encompasses content in both patient-centered population and risk reduction based delivery and health organization operations and finance. The content will include health systems financial management, including a conceptual framework, financial tools, and management techniques and increased business acumen in health care. The subjects covered will

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provide the background and analytic skills for students to evaluate select financial matters encountered in the overall management of health systems. It will also cover Patient Populations and Risk Assessment, as well as clinical operations to manage risk within these established populations.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

Healthcare is transitioning away from volume-based payment to value-based payments (paying for care based on clinical outcomes and patient experience). Consequently, successful management of healthcare organizations will rely on a clear understanding of the emerging population health clinical focus and how it relates to data analyzation and financial implications. The rapidly changing business climate for healthcare organizations makes it challenging to provide comprehensive education and equally challenging for leaders of healthcare organizations to stay current in their command of management strategies. The partnership between Boise State University and HFMA is an innovative partnership that will bring a new type of healthcare education, combining excellent health science education at Boise State University with health care related business operation expertise available through HFMA.

a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The proposed program will stimulate the state economy by supporting workforce needs for mid-senior level positions in health care finances, and operations, especially in light of Governor Little's support to shift from volume to value-based care. The job titles below encompass employment classifications that include healthcare settings, but also encompass positions outside of the healthcare field, we therefore made an assumption that *one quarter* of job openings in these classifications may be found in the healthcare setting.

Job Titles:

- Management Occupations SOC Code 11-1000
- Other Management Occupations SOC Code 11-9000
- Financial Managers SOC Code 11-3031
- Financial Specialists SOC Code 13-2000

2018 National Employment Matrix		**Job Openings Due to Growth and Replacement Needs 2018-2028**
Management Occupations	11-1000	126,000
Other Management Occupations	11-9000	36,000

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Financial Managers	11-3031	27,000
Financial Specialists	13-2000	27,000
TOTAL		**216,000**

Title and Code2018-2028 Idaho Long Term Employment Projections		**Job Openings Due to Growth and Replacement Needs 2018-2028**
Management Occupations	11-0000	1,447
Other Management Occupations	11-9000	593
Financial Managers	11-3031	71
Financial Specialists	13-2000	213
TOTAL		2,324

A search on December 23, 2020 on the employment website Indeed.com with "population health management" in the search field, filtered for "mid-level" experience, yielded 65,432 open positions across the United States. When filtered for Idaho, the same search yielded 357 open positions.

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

There are three different types of students who will enter this program.

- The career advancer who is already employed in the field and is interested in moving up in the field
- The career starter who is interested in a career that fits his/her personal and professional goals and is currently not employed in the field
- The career changer who is currently employed in a different field and is interested in changing fields

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

As payment for care shifts to value based payments (paying for care based on clinical outcomes and patient experience), the benefits to society are better outcomes, better patient/consumer experience, and lowered cost. The focus is on improving the health of society while managing the cost to care purchasers. Also, with the rising number of Baby Boomers and associated healthcare costs, Medicare is slated for solvency if as a country we

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do not start implementing the needed payment reform measures. This program teaches the needed reform.

3. **Program Prioritization**
Is the proposed new program a result of program prioritization?

Yes_____ No__X___

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. **Credit for Prior Learning**
Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'. Not Applicable.

N/A

5. **Affordability Opportunities**
Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

This degree program is designed for the possibility of being 100% online to reduce student costs. There will be two optional opportunities made available for on campus activities. During the creation of the feasibility report, it was determined this is the lowest overall program cost for any comparable programs.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

There are no similar programs offered at the other Idaho pubic institutions.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

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No duplication. There are no similar programs offered at the other Idaho pubic institutions.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Master of Population and Health Systems Management											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
12	33	47	52	48		0	7	18	25	28	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program's size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of the program. There are no similar programs currently in the industry. We will be partnering with HFMA to be able to provide the most current payment model information available, this insight and their knowledge, gives us an unprecedented competitive advantage.

We plan to promote this on HFMA website, through their daily mail to HFMA to have. members (56,000+), through hfm Journal (56,000+) as well as digital leadership publication (75,000+), social media channels, webinars, podcasts and live events.

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

Because the program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, estimate the minimum number of course registrations to achieve breakeven is:

- Year 1: Annual credits 254, Annual FTEs 10.60
- Year 2: Annual credits 606, Annual FTEs 25.24
- Year 3: Annual credits 662, Annual FTEs 27.60

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- Year 4: Annual credits 662, Annual FTEs 27.60
- Year 5: Annual credits 662, Annual FTEs 27.60

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated at least annually.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. If it is determined to be fiscally unsustainable in the long term, it will be discontinued.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.
The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Program Development Support: The online Master of Population and Health Systems Management is one of several that are being created via the eCampus Expansion Initiative at Boise State University. Boise State's online program development process uses a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, and quality assurance, works collaboratively with the faculty member. One master version of each course is developed for a consistent look and feel of courses across the program; the master course utilizes a professionally created common template aligned with nationally Quality Matters course design standards.

Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to

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academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters ™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)
- Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.
- Instructors will utilize Canvas's Turnitin plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix A**.

N/A

13. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

Will this program lead to certification?

Yes_____ No__X___

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

DocuSign Envelope ID: B0CA3568-28E4-4C2E-896E-ECE54A7DBCCD

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes _ No ____

Currently not listed on BSU's approved three-year plan, however, was included in their draft plan submitted in 2020. Due to the pandemic, program planning was postponed last academic year. Draft plans were in progress and were shared with the Instruction, Research, and Student Affairs Committee.

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	30
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	30

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Master of Population and Health Systems Management (Online)

DocuSign Envelope ID: B0CA3568-28E4-4C2E-896E-ECE54A7DBCCD

Course Number and Title	Credits
PHSM 501: Actuarial Science & Epidemiology in Determining Patient Outcome I	3
PHSM 503: Actuarial Science & Epidemiology in Determining Patient Outcome II	3
PHSM 510: Management of Population-Focused Healthcare	3
PHSM 517: Principles of Health Care Business I	3
PHSM 519: Principles of Health Care Business II	3
PHSM 520: Healthcare Finance Mastery	3
PHSM 530: Health System Business	3
PHSM 535: Healthcare Business Analytics in Revenue Cycle	3
PHSM 540: Revenue Cycle Mastery in Healthcare	3
PHSM 591: Project	3
Total	**30**

c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

PHSM 591: Project – Execution of a substantial exercise that demonstrates the ability to successfully and independently carry out a professional activity similar to what is encountered in the professional workplace; archival of the results of the project is required according to standards approved by the Graduate College. Pass/fail only.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

- **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.
  - Synthesize epidemiologic methods to identify and compare patient populations and actuary science methodology to create risk management programs designed to produce the improved patient outcomes.

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- Assess alternative delivery models and determination of the most appropriate place, amount, and type of care.
- Classify cost structures and allocations to make best practice for pricing and service decisions under different payment arrangements and regulatory guidelines.
- Apply the fundamentals of each financial function within a healthcare enterprise including accounting, financial planning, and the revenue cycle to utilize the basics of common payment arrangements for health services.
- Critique the implication of operational and incentives in payment arrangements and determine how to maximize the health of an organization's population.

17. Assessment plans.

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The proposed program will review both qualitative evaluation-based information and quantitative academic-based data provided by students who are either actively enrolled in the Master of Population and Health Systems Management curriculum or have graduated. The program faculty will use this information to adjust key courses and overall program objectives or requirements.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

Information gleaned from both qualitative and quantitative assessments will be presented to program faculty during planned meetings as needed during the semester as well as immediately following each semester. Changes will be made to course and program curriculum as warranted**.**

c. Measures used. What direct and indirect measures will be used to assess student learning?

Course specific assessment measures will be used to assess the course-specific objectives.

- Assessment measures will vary to ensure students demonstrate both oral and written articulation of course-specific content.
- Assessment measures may include quizzes, tests, assignments, or course-specific projects.
- Graduate exit survey to be conducted at the end of students' final semester
- Graded discussion board postings and regular and substantive participation.
- Program review annually of submitted capstone projects
- Review number of submitted/accepted presentations because of capstone projects

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

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a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

None needed

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

None needed

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

N/A

19. **Library and Information Resources:** Describe adequacy and availability of library and information resources.

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources have been evaluated and are sufficient, as long as access to current journals remain available.

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

None

20. **Faculty/Personnel resources**

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The program will fund new adjunct/lecturer/faculty instruction to cover the additional instruction credit required by the program:

Yr 1- 12.00 instruction credits, 0.45 FTE
Yr 2- 24.00 instruction credits, 0.90 FTE
Yr 3- 30.00 instruction credits, 1.12 FTE
Yr 4- 30.00 instruction credits, 1.12 FTE
Yr 5- 30.00 instruction credits, 1.12 FTE

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At maturity, the program will offer 18 sections of new courses.

The program will fund a program coordinator: 0.45 FTE in year 1, 0.43 FTE year 2 and 0.35 FTE in years 3+. The program will fund a position with curriculum oversight responsibilities: 0.15 FTE in year 1, 0.10 FTE in year 2 and 0.08 FTE in years 3+. The program will fund a 0.25 FTE administrative assistant in year 1 and 0.50 FTE in years 2+.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

It is anticipated that the position of program coordinator, who will also have instructional duties, will be an existing employee. In the first year of the program, the program coordinator will spend more time (0.45 FTE) on program coordination than instruction, over the course of the next two years (year 2 and 3) the amount of time dedicated to coordination will slightly decrease as the time is shifted towards instruction.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Because the program will fund instruction and administrative support, it is anticipated that limited instructional and administrative support resources from existing programs will be used for the proposed program, there will be a minimal impact on resources available for existing programs.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The following positions will be hired for the program:

- Adjunct Instruction
- Administrative Assistant

Expenses for these positions are included in the program budget sheet.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation will be required.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the

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sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for our online program fee determined to be $790 per credit.
For the 30 credits required for completion of the proposed program, the total cost will be $23,700.

This tuition rate was determined by completing a competitor analysis and reviewing universities with similar programs. This analysis identified three primary comparison universities with similar online/hybrid programs:

- Pennsylvania State University at $996 per credit with 49 credits ($48,804).
- Johns Hopkins University at $737 per credit with 51 credits ($37,587).
- University of Baltimore at $1,149 per credit (out of state rate) with 45 credits ($51,705)

We used the guiding principle of offering a very reasonable pricing point possible in comparison with similar online programs while providing a higher value proposition with the inclusion of four industry recognized certificates as part of the master's program. Moreover, this cost per credit hour is slightly less expensive than similarly specialized current online health programs at Boise State, including masters of Science in Genetic Counseling ($982 per credit) and the masters of Nursing in Adult Gerontology Nurse Practitioner ($890 per credit) programs.

We project that by the fourth year of the program, it will generate 942 SCH, which will yield a total revenue of $744,180.

22. Using the excel budget template provided by the Office of the State Board of Education, provide the following information:

● Indicate all resources needed including the planned FTE enrollment, projected revenues,

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and estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Note: The 30 percent of gross revenue distribution to HFMA is reflected as Professional Services expense in section III.B.2 in the attached program budget. The 30 percent of revenue to the University is reflected as Boise State University Support in section III.E.1 in the attached program budget.

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I. PLANNED STUDENT ENROLLMENT

	FY 2022		FY 2023		FY 2024		FY 2024		FY 2025	
	FTE	Headcoun	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	6.7	16	20.1	31	31.0	44	35.3	44	33.7	42
B. Shifting enrollments	0.7	2	2.2	3	3.4	5	3.9	5	3.7	5
Total Enrollment	7.5	18	22.3	35	34.4	49	39.3	49	37.5	47
Student Credit Hours Generated	179		535		826		942		899	

II. REVENUE

	FY 2022		FY 2023		FY 2024		FY 2024		FY 2025	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request										
2. Institution Funds										
3. Federal										
4. New Tuition Revenues from Increased Enrollments										
5. Student Fees		$141,252		$422,808		$652,461		$744,180		$710,289
6. Other (i.e., Gifts)										
Total Revenue	$0	$141,252	$0	$422,808	$0	$652,461	$0	$744,180	$0	$710,289

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:
>1 FTE = 24 Graduate Credits
>Headcount determined as the distinct number of students in the program that year.
>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.
>Assume 35% attrition from 1st to 2nd semester, then 3% attrition every semester. No attrition from 2nd to last semester to last semester.

II.5. >Student Fee revenue calculated as Student Credit Hours * $790 per credit.
>To be conservative, assume in calculations that per-credit fee does not increase over time

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III. EXPENDITURES

	FY 2022		FY 2023		FY 2024		FY 2024		FY 2025	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE		1.30		1.92		2.05		2.05		2.05
2. Faculty		$14,250		$33,346		$41,870		$43,055		$44,240
3. Adjunct Faculty		$9,000		$13,905		$19,080		$19,620		$20,160
4. Graduate/Undergrad Assistants										
5. Research Personnel										
6. Directors/Administrators		$61,500		$54,461		$45,884		$47,260		$48,678
7. Administrative Support Personnel		$8,250		$16,995		$17,505		$18,030		$18,571
8. Fringe Benefits		$30,895		$42,335		$43,761		$44,716		$45,682
9. Other:										
Total Personnel and Costs	$0	$123,895	$0	$161,042	$0	$168,100	$0	$172,681	$0	$177,331

Budget Notes (continued)

III.A.2 Faculty FTE: Calculated using (Credit hour load)/40 for 12 month faculty and calculated using (Credit hour load)/30 for 9 month faculty

III.A.3 Adjunct FTE: Calculated using (Credit hour load)/24

III.A.6 Administrators: 0.45-0.35 FTE existing Program Coordinator, .015-0.08 FTE Curriculum Coordinator

III.A.7 Support Personnel: 0.25-0.50 FTE Administrative Assistant starting Fall 2021.

III.A.8 Benefits calculated at professional $11,650+(annual wage*20.47%), classified $11,650+(annual wage*21.57%).

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	FY 2022		FY 2023		FY 2024		FY 2024		FY 2025	
B. Operating Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel		$6,000		$3,000		$3,000		$3,000		$3,000
2. Professional Services		$42,376		$126,842		$195,738		$223,254		$213,087
3. Other Services										
4. Communications		$15,000		$5,000		$5,000		$5,000		$5,000
5. Materials and Supplies		$500		$500		$500		$500		$500
6. Rentals										
7. Materials & Goods for Manufacture & Resale										
8. Miscellaneous - Computer Hardware/Software										
Total Operating Expenditures	$0	$63,876	$0	$135,342	$0	$204,238	$0	$231,754	$0	$221,587

Budget Notes (continued):
III.B.1 Travel: Professional Development and Conference Travel
III.B.2 Professional Services: Program will partner with Healthcare Financial Management Association to market, design and deliver the curriculum.
III.B.4 Communications: Promotion, Marketing and Recruitment of Program
III.B.5 Materials & Supplies: Office supplies and materials

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	FY 2022		FY 2023		FY 2024		FY 2024		FY 2025	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources										
2. Equipment										
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2022		FY 2023		FY 2024		FY 2024		FY 2025	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation										
E. Other Costs										
1. Boise State University Support		$42,376		$126,842		$195,738		$223,254		$213,087
2. College of Health Sciences Revenue Share		$0		$0		$0		$31,256		$29,832
Utilities										
Maintenance & Repairs										
Other										
Total Other Costs	$0	$42,376	$0	$126,842	$0	$195,738	$0	$254,510	$0	$242,919
TOTAL EXPENDITURES:	$0	$230,147	$0	$423,227	$0	$568,077	$0	$658,945	$0	$641,837
Net Income (Deficit) to College	$0	-$88,895	$0	-$419	$0	$84,384	$0	$85,235	$0	$68,452

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

III.E.1 Boise State University Support is defined as follows:
Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students.
Boise State eCampus Center (8.75% of revenue): Provide funding for initiative management, online course/program development and other support services
Boise State Online Innovation Fund (3.80% of revenue): Seed funding for academic programs, course development stipends to faculty, open education resource grants and eventually innovation grants

III.E.2 The College of Health Sciences will receive 6% of revenue when the program's cumulative revenues are larger than cumulative expenses. The budget anticipates this will occur in year 4 or FY 2023

SUBJECT

Graduate Medical Education (GME) Committee Appointment

REFERENCE

December 5, 2017	Board approved a Graduate Medical Education 10-year plan.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
June 2020	Board approved reappointments to the Graduate Medical Education Committee.
August 2020	Board approved the appointments of Dr. Jaren Blake and Dr. A.J. Weinhold to the Graduate Medical Education Committee.
October 2020	Board approved the appointments of Dr. Thomas Mohr and Dr. John Grider to the Graduate Medical Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C.

BACKGROUND/DISCUSSION

Consistent with Board Policy III.C, the purpose of the GME Committee is to provide recommendations to the Board on ways to enhance GME in the State of Idaho. The committee also supports the development, implementation, and monitoring of the Board's short and long-term GME plans. The committee reports to the Board through the Instruction, Research, and Student Affairs Committee.

A maximum of thirty (30) members can serve on the GME Committee, and all committee members are appointed by the Board. Committee members represent postsecondary institutions providing GME for Idaho, residency sites, the Idaho Medical Association, and the Office of the State Board of Education. Representatives from medical organizations include a physician and an administrator. Appointments and/or reappointments maintain five-year terms.

The Board is being asked to appoint a new member to the Graduate Medical Education Committee: Dr. Luisa Hiendlmayr, Associate Program Director for the HCA/Eastern Idaho Regional Medical Center, who would represent this program as a Designated Institutional Official.

IMPACT

Dr. Hiendlmyer offered a letter of recommendation and curriculum vitae. This updates and expands the committee to 28 members, two below the policy limit of 30.

ATTACHMENTS

Attachment 1 – GME Committee Members - October 2020
Attachment 2 – Dr. Luisa Hiendlmayr Letter of Interest
Attachment 3 – Dr. Luisa Hiendlmayr Curriculum Vitae

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the qualifications of the nominees and recommends approval.

BOARD ACTION

I move to appoint Dr. Luisa Hiendlmyer to serve on the Graduate Medical Education Committee as a Designated Institutional Official, with a term expiring in 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS

Approved by State Board of Education - October 2020
Under Consideration – April 2021

Institution	Representative	Term Expiration June 30 of
Office of State Board of Education	Todd Kilburn	Ex Officio
GME Coordinator	Ted Epperly, MD	
Idaho Medical Association	Susie Pouliot, CEO	2022
Idaho Hospital Association	Brian Whitlock	2025
University of Washington School of Medicine	Mary Barinaga, MD – Vice Chair	2022
University of Utah	Ben Chan, MD	2025
Idaho College of Osteopathic Medicine	Thomas Mohr, DO	2022
FMRI Boise	Justin Glass, MD	2022
FMRI Twin Falls	Joshua Kern, MD	2025
FMRI Nampa	Kim Stutzman, MD	2022
FMRI Caldwell	Samantha Portenier, MD	2022
Idaho State University Family Medicine Residency	Bill Woodhouse, MD	2022
ISU Family Medicine Rexburg	A.J. Weinhold, MD	2025
Coeur d' Alene Family Medicine Residency	Dick McLandress, MD	2025
UW Boise Internal Medicine	Moe Hagman, MD - Chair	2022
UW Boise Psychiatry	Kirsten Aaland, MD	2025
University of Utah/Idaho Psychiatry Residency	Beth Botts, MD	2025
Saint Alphonsus Healthcare	Lisa Nelson, MD	2025
St. Luke's Healthcare	Bart Hill, MD	2025
Portneuf Medical Center	Dan Snell, MD	2022
Madison Memorial Hospital	Clay Prince, MD	2022
Kootenai Health	Jon Ness	2025
Boise VAMC	Andy Wilper, MD	2025
Eastern Idaho Regional Medical Center (EIRMC) HCA System	Jaren Blake, MD	2025
EIRMC Internal Medicine	John Grider, MD	2022
EIRMC Family Medical Residency	Luisa Hiendlmyer, MD	2025
West Valley Medical Center	Betsy Young Hunsicker	2025

Programs Awaiting Accreditation:

EIRMC Psychiatry	Matthew Larsen, MD	Not yet on committee

Luisa Hiendlmayr, MD

5911 Loon Creek Ln
Idaho Falls, ID 83406
207-689-6521
luzpineda25@gmail.com

March 10, 2021

Idaho State Board of Education
650 W. State St #307
Boise, ID 83407

To Whom it may concern,

My name is Luisa Hiendlmayr, MD. I am the associate program director for the HCA/ EIRMC Family Medicine Residency. I request to serve as the representative for this residency on the statewide GME committee. I have included my CV for your review.

Thank you in advance for your time.

Sincerely,

Luisa Hiendlmayr, MD

Luisa Amanda Hiendlmayr, MD

5911 Loon Creek Ln Idaho Falls, ID 83406

Phone: (207) 689-6521 Email: luzpineda25@gmail.com

Education

University of Massachusetts Medical School — Fitchburg, MA

Family Medicine Internship and Residency — 07/2011 - 06/2014

Chief Resident, UMass Fitchburg Family Residency — 07/2013 - 06/2014

Duties included making the call schedule for all the residents, conducting monthly resident meetings, attending weekly faculty meetings, attending monthly meetings with the Family Medicine department chair, organizing multiple team building and educational retreats, overseeing morning report and ensuring that there is a lecturer available for each morning as well as choose topics, liaising between faculty and resident concerns.

Ross University School of Medicine — Dominica, W.I.

Doctor of Medicine, Highest Honors — 05/2007 - 11/2010

Hunter College — New York, NY

Bachelor of Arts in Biology — 01/2004 - 09/2006

Stony Brook University — Stony Brook, NY
08/2002 - 05/2003

Licensure

Unrestricted Physician License in the State of Idaho

Unrestricted Physician License in the State of California

Board Certified Family Physician

Professional Background

HCA/Eastern Idaho Regional Medical Center Family Medicine Residency — 10/2020-Present

Associate Program Director

Duties are to provide teaching, clinical supervision, and administrative services under the direction of the program director.

Backus Physician Services/Hartford Healthcare Medical Group — 10/2014 - 4/2018

Duties involve providing primary care as well as urgent care to patients of all ages. This includes wellness exams, ordering and assessing diagnostic studies, and ensuring that patients are up to date with all preventative care. This also includes evaluating and treating patient with acute illness as well as managing chronic diseases and coordinating care with specialists as needed.

I also worked in the urgent care department at times where I was able to maintain proficiency in my suturing and splinting skills.

Teaching Experience

Quinnipiac University School of Nursing 02/2015 - 4/2018

Community preceptor for Nurse Practitioner students.

Duties include working with nurse practitioner students in their final year to maximize their clinical exposure and help improve their diagnostic and treatment plan. I am also responsible for evaluating the student' performance.

Ross University School of Medicine

Integrated Medical Education Instructor 01/2011 - 04/2011

Worked with high fidelity human pathology simulators with parameters for heart rate, blood pressure and cardiac rhythm among other features and conducted training sessions for medical students. Also facilitated problem based learning groups. This consisted of guiding students through a medical case over the course a 2-3 weeks, allowing them to identify gaps in their knowledge and to do the necessary research to fill those gaps.

Teaching assistant, Anatomy 01/2008 - 04/2008

Met with small groups of students in the anatomy lab and reviewed gross anatomy and the clinical correlations relevant to each system

Tutor, Basic Sciences and Introduction to Clinical Medicine 08/2007 - 04/2008

Focused small group anatomy instructor, providing tutelage and review of gross anatomy and clinical correlations relevant to each body-based system

Book chapters

Hiendlmayr L, Ledwith J. (2015). Vocal Cord Dysfunction. In Domino FJ (Ed.), The 5-Minute Clinical Consult, Philadelphia: Lippincott Williams and Wilkins.

Hiendlmayr L, Chang F. (2013). Hypersensitivity Pneumonitis. In Domino FJ (Ed.), The 5-Minute Clinical Consult, Philadelphia: Lippincott Williams and Wilkins.

Presentations

McConarty, PC, **Hiendlmayr L**, Montoya R, et al. Red Team Q.I. Project 2012: Optimizing Influenza Immunization of Diabetics. Poster session presented at: FMEC 2013 Annual Northeast Family Medicine Education Consortium; 2013 Nov 1-3; Philadelphia, PA.

Honors and Awards

Highest Honors, Ross University School of Medicine	11/2010
Dean's List, Ross University School of Medicine	08/2007 - 11/2010
Dean's List, Stony Brook University	05/2003

Skills

Fluent in Spanish

Proficient in the use of the following electronic medical records: Sorian, NextGen, Allscripts, Meditech, Epic, and Athena

Competent to perform the following procedures: joint injections, splinting, IUD placement, incision and drainage, shave biopsies, sebaceous cyst removals, and wart removals

Personal Interests

Downhill skiing, hiking, knitting, photography, and baking

SUBJECT

Idaho Indian Education Committee Appointments

REFERENCE

June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.
August 10, 2017	The Board approved the appointment of Jason Ostrowski.
October 19, 2017	The Board approved the appointment of Marcus Coby, Tina Strong, and Graydon Stanley.
December 21, 2017	The Board approved the appointment of Gary Aitken.
April 19, 2018	The Board approved the appointment of Ladd Edmo and reappointment of Pete Putra, Hank McArthur, Bill Picard, Joyce McFarland, Jim Anderson, and Jason Ostrowski.
June 20, 2019	The Board approved the appointment of Leslie Webb, Jaime Barajas-Zepeda, and Effie Hernandez.
February 13, 2020	The Board approved the appointment of Jesse LaSarte.
April 16, 2020	The Board approved the appointment of Dr. Rex Force.
August 26, 2020	The Board approved the appointment of Dr. Mary Jane Miles.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.P.

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes. Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

Mr. Bob Sobotta is the Director for Native American, Minority, and Veteran's Services at Lewis-Clark State College (LCSC). He has served on the Indian Education Committee as LCSC's representative since 2013. Mr. Sobotta's term is scheduled to expire June 30, 2021 and has expressed interest in continuing his service on the committee. President Cynthia Pemberton forwarded a letter of support to reappoint Mr. Sobotta.

Dr. Rex Force is the Senior Vice-Provost and Vice President for Health Sciences at Idaho State University. Dr. Force will be completing a term vacated by a previous member, which is scheduled to expire June 30, 2021. Dr. Force has expressed interest in continuing his service on the committee. Provost Karen Appleby forwarded a letter of support to reappoint Dr. Force.

Ms. Jessica James is the Tribal Youth Education Program Manager for the Shoshone-Bannock Tribes. She has served on the Idaho Indian Education Committee as the K-12 tribal representative since 2016. Ms. James' term is slated to expire June 30, 2021 and has expressed interest in continuing to serve on the committee. A tribal resolution from the Fort Hall Business Council is provided.

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribal Education Department. She has served on the Idaho Indian Education Committee as the Tribal Chairperson's designee since 2013. Dr. Meyer's term is slated to expire June 30, 2021 and has expressed interest in continuing to serve on the committee. A letter of support from the Chairman of the Coeur d'Alene Tribe is provided.

Mr. Jesse LaSarte is the Family Engagement Specialist with the Coeur d'Alene Tribal Education Department. Mr. LaSarte will be completing a term vacated by a previous member, which is scheduled to expire June 30, 2021. Mr. LaSarte has expressed interest in continuing his service on the committee. A letter of support from the Chairman of the Coeur d'Alene Tribe is provided.

IMPACT

If approved, terms for Mr. Sobotta, Dr. Force, Ms. James, Dr. Meyer, and Mr. LaSarte will commence July 1, 2021 and run through June 30, 2026.

ATTACHMENTS

Attachment 1 – Current Committee Membership
Attachment 2 – Lewis-Clark State College Nomination Letter
Attachment 3 – Idaho State University Nomination Letter
Attachment 4 – Fort Hall Business Council Tribal Resolution
Attachment 5 – Coeur d'Alene Tribe Nomination Letter

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to reappoint Mr. Bob Sobotta, representing Lewis-Clark State College to the Indian Education Committee effective July 1, 2021 and expiring June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Dr. Rex Force, representing Idaho State University to the Indian Education Committee effective July 1, 2021 and expiring June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Ms. Jessica James, representing the Shoshone-Bannock Tribes to the Indian Education Committee effective July 1, 2021 and expiring June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Dr. Chris Meyer, representing the Coeur d'Alene Tribal Education Department to the Indian Education Committee effective July 1, 2021 and expiring June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Mr. Jesse LaSarte, representing the Coeur d'Alene Tribe to the Indian Education Committee effective July 1, 2021 and expiring June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

State Board of Education
Idaho Indian Education Committee

Tribal Representatives

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribal Education Department and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2021 – June 30, 2026. **Pending Board approval.**

Jesse LaSarte is the Family Engagement Specialist for the Coeur d'Alene Tribe and serves as their Tribal Education Department representative. Term: July 1, 2021 – June 30, 2026. **Pending Board approval.**

Gary Aitken, Jr is the Tribal Chairman for the Kootenai Tribe of Idaho and serves as their Tribal Chair representative. Term: immediately – June 30, 2022.

VACANT – Tribal Education Department representative for the Kootenai Tribe.

Mary Jane Miles is the Vice-Chair of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2018 – June 30, 2023.

Joyce McFarland is the Education Manager for the Nez Perce Tribe and serves as their Tribal Education Department representative. Term: July 1, 2018 – June 30, 2023.

Ladd Edmo is the Tribal Secretary of the Fort Hall Business Council and serves as their Tribal Chairperson representative. Term: immediately - June 30, 2022.

Jessica James is the Tribal Youth Education Program Manager for the Shoshone-Bannock Tribes and serves as their Tribal Education Department representative. Term: July 1, 2021 – June 30, 2026. **Pending Board approval.**

VACANT - Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2018 – June 30, 2023.

VACANT – Tribal Education Department representative for the Shoshone-Paiute Tribes.

Bureau of Indian Education Representatives

Tina Strong is the Bureau of Indian Education school representative. Term: **expires June 30, 2021**.

Hank McArthur is the Bureau of Indian Education school representative. Term: July 1, 2018 – June 30, 2023.

ATTACHMENT 1

State Board of Education Ex-Officio Representative

Dr. Linda Clark is the Ex-Officio State Board of Education member of the Indian Education Committee.

Institutions of Higher Education Representatives

Dr. Leslie Webb - Vice President for Student Affairs and Enrollment Management at Boise State University. Term: immediately – June 30, 2023.

Dr. Rex Force is the Senior Vice Provost and Vice President for Health Sciences at Idaho State University. Term: July 1, 2021 – June 30, 2026. **Pending Board approval.**

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho. Term: July 1, 2017 – June 30, 2022.

Bob Sobotta, Jr. is the Director for Native American, Minority, and Veteran's Services at Lewis-Clark State College. Term: July 1, 2021 – June 30, 2026. **Pending Board approval.**

Jason Ostrowski is the Dean of Students at the College of Southern Idaho. Term: July 1, 2018 - June 30, 2023.

Jaime Barajas-Zepeda is the Assistant Director of Admissions and Recruitment at the College of Western Idaho. Term: immediately - June 30, 2024.

Effie Hernandez is the Multicultural Coordinator at College of Eastern Idaho. Term: immediately – June 30, 2022.

Dr. Graydon Stanley is the Vice President for Student Services at North Idaho College (NIC). Term: July 1, 2017 – June 30, 2022.

Idaho State University

February 26, 2021

Ms. Patty Sanchez
Patty.Sanchez@osbe.idaho.gov
Academic Affairs Program Manager
Office of the State Board of Education

Dear Ms. Sanchez,

Please reappoint Dr. Rex Force to continue serving as Idaho State University's representative on the Idaho Indian Education Committee.

Do not hesitate to contact my office if you have any questions or concerns regarding this matter.

Sincerely,

Karen M. Appleby, PhD
Interim Provost and Vice President for Academic Affairs
Professor | Department of Human Performance and Sport Studies
Administration Building | Room 250
921 South 8th Ave., Stop 8063 | Pocatello, ID 83209
(208) 282-2171 |karenappleby@isu.edu

LEWIS CLARK
STATE COLLEGE

March 2, 2021

Office of the State Board of Education
Attn: Patty Sanchez, Academic Affairs Program Manager
P.O. Box 83720
Boise, ID 83720-0037

Dear Ms. Sanchez:

Thank you for extending Lewis-Clark State College an opportunity to nominate a representative to serve on the Idaho Indian Education Committee. Bob Sobotta is our current representative and has a long, successful professional track record that makes him a natural choice to serve in this capacity. In addition to his many years of service on this committee, Mr. Sobotta has spent his career providing educational services to students of Native American descent along with other traditionally underrepresented student populations. Mr. Sobotta is enthused at the prospect of continuing his work at a state level.

On behalf of President Cynthia L. Pemberton and the Lewis-Clark State College campus community, I nominate Mr. Bob Sobotta to serve another term on the Idaho Indian Education Committee.

Sincerely,

Andrew T. Hanson, Ph.D.
Vice President for Student Affairs

C: Dr. Cynthia L. Pemberton, President

Vice President for Student Affairs
500 8th Avenue, Lewiston, ID 83501 | 208-792-2218 | www.lcsc.edu/student-affairs

RESOLUTION

WHEREAS, Fort Hall Business Council has the ultimate responsibility to assure that Tribal members throughout the Fort Hall Indian Reservation are adequately represented; and

WHEREAS, section 4-14 of the Shoshone-Bannock Tribes' Personnel Policies and Procedures Manual states, Representation in outside organizations, employees are required to have authorization from the Council to represent Tribal interests in outside organization/entities. Authorization shall generally be given which such representation is in line with the employee's position responsibilities and must be supported with a Tribal Resolution; and

WHEREAS, the Idaho Department of Indian Education Committee is currently seeking representation from the Shoshone-Bannock Tribes education program for a 4-year term; and

WHEREAS, the purpose is to prioritize a set of goals and advise the Board of Education for the State of Idaho on issues pertaining to Native American students on all aspects of education K-12; and

WHEREAS, the Tribal Youth Education Manager, Jessica James is willing to represent the Tribes on this Idaho Indian Education Committee; now

THEREFORE, BE IT RESOLVED BY THE BUSINESS COUNCIL OF THE SHOSHONE-BANNOCK TRIBES, that Tribal Youth Education Manager, Jessica James is hereby approved and authorized to partipcate on the Idaho Department of Indian Education Committee for a 4-year term to represent the Shoshone-Bannock Tribes.

Authority for the foregoing resolution is found in the Indian Reorganization Act of June 18, 1934 (48 Stat., 984), as amended, and in the Shoshone-Bannock Tribes Constitution and Bylaws of the Fort Hall Reservation, as amended, including, but not limited to the authority found in the Constitution, Article VI.

Dated this 9th day of March 2021

Devon Boyer, Chairman
Fort Hall Business Council

S E A L

CERTIFICATION

I HEREBY CERTIFY, that the foregoing resolution was passed while a quorum of the Business Council was present by a vote of 4 in favor, 2 absent (DB, EJT), and 1 not voting (MS) on the date this bears.

Ladd R. Edmo, Tribal Secretary
Fort Hall Business Council

PRSL-2021-0130

COEUR D'ALENE TRIBE
CHIEF J. ALLAN CHAIRMAN
P.O. BOX 408
PLUMMER, IDAHO 83851
(208) 686-5803 • Fax (208) 686-8813
email: chairman@cdatribe-nsn.gov

March 17, 2021

Patty Sanchez
Academic Affairs Program Manager Readiness
Office of the State Board Education
PO Box 83720
Boise, ID 83720-0037

RE: Idaho Indian Education Committee Nominations

Dear Ms. Sanchez,

Please accept this letter as the nomination for the Coeur d'Alene Tribe for Dr. Christine Meyer and Jesse LaSarte to serve as representatives on the Idaho Indian Education Committee. On behalf of the Coeur d'Alene Tribe, thank you very much for all the good work the Committee and the Board of Education do to improve educational opportunities for Idaho students.

Sincerely,

Chief J Allan

Chief Allan, Chairman

SUBJECT

Accountability Oversight Committee Appointments

REFERENCE

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee
April 2016	Board approved second reading of proposed amendments to Board Policy I.Q. to revise the Accountability Oversight Committee membership by adding a fifth at-large member who has a background in special education.
August 2018	Board approved appointment of Jodie Mills to complete Jackie Thomason's term.
October 2018	Board approved second reading of proposed amendments to Board Policy I.Q. adding two (2) members to the committee and further designating representation.
October 2018	Board approved appointment of Anne Ritter as an at-large member of the committee.
June 2019	Board approved appointment of Laurie Copmann and reappointment of John Goedde and Jodie Mills.
August 2020	Board approved reappointment of Julian Duffey, Rob Sauer, and Roger Stewart.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee consists of:

- Two Board members
- The Superintendent of Public Instruction (or designee)
- One member with special education experience
- One member with experience serving in a school district with a focus on assessment and accountability
- One member with experience as a district superintendent

- One member with experience as a school principal or charter school administrator
- One person with experience working with student achievement assessments and data
- Two members at-large.

The current terms for Laurie Copmann, John Goedde, and Jodie Mills end on June 30, 2021. John Goedde, who has been a member of the AOC since its inception, will be completing his term, but is not seeking reappointment. Laurie Copmann and Jodie Mills have provided letters of interest and resumes for consideration of reappointment (Attachments 2 and 3). The Accountability Oversight Committee recommends the reappointment of Laurie Copmann and Jodie Mills.

In June 2019, Laurie Copmann was appointed for her first term on the AOC in the position designated for a school level administrator. She has twenty years of experience as a building-level administrator and is currently the Assistant Principal of Minico High School in Rupert, Idaho. Laurie previously served as the Principal of Rupert Elementary for twelve years and the Principal of Declo and Albion Elementary School for two years. Prior to serving in school administration, Laurie was a teacher, counselor, and district drug education coordinator. Laurie has a Bachelor of Arts in Elementary Education from Idaho State University, a Master of Education in School Administration from Azusa Pacific University, and a Master of Arts in Pupil Personnel Services and Counseling from Azusa Pacific University. Her notice of interest and resume are provided as Attachment 2.

Jodie Mills was initially appointed to the AOC in August 2018 and was reappointed in June 2019. Jodie is designated as the member with experience serving in a school district with a focus on assessment and accountability. Jodie is the Chief Academic Officer for the Caldwell School District, a position she has held since July 2012. Her role includes administration and supervision of academic and assessment services. She was previously the Systems Improvement Coordinator for the Idaho State Department of Education, supporting implementation of school improvement plans and guiding schools and districts in using data to identify strengths and weaknesses in their system. Jodie also has extensive experience working with school districts and schools, including as a Principal, Assistant Principal, Director of Testing, Director of Federal Programs, and as a Science and Physical Education Teacher. Jodie has a Bachelor of Science in Secondary Education from Western Montana College, a Master of Education from University of Idaho, and an Education Specialist in Education Leadership / Superintendent from University of Idaho. Her notice of interest and resume are provided as Attachment 3.

IMPACT

Reappointment of Laurie Lee Copmann and Jodie Mills will allow them to maintain their positions on the committee through June 30, 2023.

ATTACHMENTS

Attachment 1 – Current Accountability Oversight Committee Membership List
Attachment 2 – Laurie Lee Copmann Notice of Interest and Resume
Attachment 3 – Jodie Mills Notice of Interest and Resume

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making appointments to the Accountability Oversight Committee, consideration should be given to the appointees' background, representative district / school size, and regional distribution. Staff recommends reappointment of Laurie Lee Copmann and Jodie Mills. Staff is supporting the committee in gathering resumes for consideration to recommend an individual to fill John Goedde's at-large position on the committee; this recommendation will be presented to the Board at the June 2021 meeting.

BOARD ACTION

I move to approve the reappointment of Laurie Lee Copmann to the Accountability Oversight Committee, representing school level administration, for a term of 2 years commencing July 1, 2021 and ending on June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Jodie Mills to the Accountability Oversight Committee, representing district level assessment and accountability, for a term of 2 years commencing July 1, 2021 and ending on June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ACCOUNTABILITY OVERSIGHT COMMITTEE
AUGUST 2020

State Board of Education Member
Ex-Officio

Debbie Critchfield
President
State Board of Education

State Board of Education Member
Ex-Officio

Kurt Liebich
Member
State Board of Education

Superintendent of Public Instruction or Designee
Ex-Officio

Peter McPherson
Deputy Superintendent
State Department of Education

Committee Chair, Student Achievement Assessment and Data Representative
Term: July 1, 2020 - June 30, 2022

Roger Stewart
Professor, College of Education
Boise State University

School District Assessment and Accountability Representative
Term: July 1, 2019 - June 30, 2021

Jodie Mills
Chief Academic Officer
Caldwell School District #132

School District Superintendent Representative
Term: July 1, 2020 - June 30, 2022

Rob Sauer
Superintendent
Homedale School District #370

School Level Administrator Representative
Term: July 1, 2019 - June 30, 2021

Laurie Copmann
Assistant Principal
Minico High School

Special Education Representative
Term: July 1, 2020 - June 30, 2022

Julian Duffey
Special Education Director
Bonneville Joint School District #93

Member At Large
Term: July 1, 2019 - June 30, 2021

John Goedde
Former Idaho State Senator
Former School Board Trustee, Coeur d'Alene District #271

Member At Large
Term: July 1, 2020 - June 30, 2022

Anne Ritter
Board Member
Meridian Medical Arts Charter School

Board Staff Support

Alison Henken
K-12 Accountability and Projects Program Manager
Office of the State Board of Education
alison.henken@osbe.idaho.gov
208-332-1579

2-25-21

Dear Idaho State Board of Education,

I am writing to you to express my interest in continuing my work on the Accountability Oversight Committee and would appreciate your consideration of my reappointment for another term. In June of this year I will have completed my second year on the AOC.

Our AOC team is a diverse, knowledgeable and well-rounded team focused on improving the overall educational protocols for everyone in Idaho's education system. I feel fortunate to have worked with this committee for the past two years.

I am going on my 32nd year in education. I currently serve as Assistant Principal at MInico High School in Minidoka County. I have worked at all levels in the education system and feel fortunate to be a member of the AOC. I have enjoyed collaborating and sharing ideas to help improve how we offer the best academic experience for our students in Idaho.

Sincerely,

Laurie Copmann

Laurie Copmann

LAURIE LEE COPMANN

*26 E. 100 N. Rupert, Idaho 83350 * Cell (208) 431-6645 * lcopmann@gmail.com*

EDUCATIONAL BACKGROUND:

- High School Diploma: Minico High School, Rupert, ID
- A.A., Liberal Arts: College of Southern Idaho, 1985
- B.A., Elementary Education: Idaho State University, 1989
  - Component in History (30 hours)
- M.ED, School Administration: Azusa Pacific University, 1994
- M.A., Pupil Personnel Services/Counseling: Azusa Pacific University, 2000

TEACHING EXPERIENCE:

- 1988-1989 Student teaching experience (3rd and 5th grades)
- 1989-1990 First grade teacher at Pinon Hills Elementary School, CA
- 1990-1993 Second grade teacher at Pinon Hills Elementary School, CA
- 1993-1995 Sixth grade composition, literature, and social studies teacher at Pinon Mesa Middle School, CA
- 1995-1996 Third grade teacher at Dworshak Elementary School, Burley, ID
- 1996-1997 Sixth grade teacher at Declo Elementary School, Declo, ID
- 1997-1998 Counselor at Declo Jr/Sr. High School/ District Drug Ed. Coordinator

ADMINISTRATIVE EXPERIENCE:

- 1993-1994 Administrative Field Work for Azusa Pacific University
- 1997-1998 Cassia County District Drug Education Coordinator, Burley, ID
- 1998-2004 Assistant Principal, Minico High School, Rupert, ID
- 2004-2006 Principal, Declo & Albion Elementary School, Declo, ID
- 2006-2018 Principal, Rupert Elementary School, Rupert, ID
- 2018-Present Assistant Principal, Minico High School, Rupert, ID

EDUCATIONAL EXPERIENCES:

- 1986-1988 Taught life-saving and swimming lessons
- 1997-1998 Fueled jets in Elko, Nevada to pay for college
- 1989-1990 Writing Celebration District Coordinator
- 1990-1991 Committee to interview District Mentor Teachers
- 1991-1992 Representative on the Superintendent's Council
- 1992-1993 Program Quality Review Committee – Fine Arts
- 1992-1993 Member of the New Teacher Support Program
- 1993-1994 Secretary for School Site Council
- 1993-1995 6th Grade Environmental Camp Coordinator
- 1994-1995 Sixth Grade Language Arts Curriculum Coordinator
- 1994-1995 Taught French to middle school students
- 1994-1995 Intramural Basketball Coach
- 1995-1996 Attended Idaho Prevention Conference
- 1996 Attended National Renaissance Convention in New Orleans
- 1996-1997 Representative on the Instructional Model Committee
- 1996-1997 Odyssey of the Mind Coach
- 1997 Attended National Renaissance Convention in Dallas
- 1997-1998 Renaissance Coordinator – Declo Junior High School
- 1998 Attended National Renaissance Convention in Washington D.C.
- 1998-1999 Language Arts Curriculum Adoption Committee
- 1998 Attended Support Group Training – Cheryl Watkins
- 1999 Attended Parent Project Workshop for Educators
- 1999 Reading Literacy class for Administrators
- 1999-2004 District Foreign Exchange Student Director
- 2000 Attended Renaissance Convention in Las Vegas
- 2000-2004 District Crisis Team Leader/Minico Crisis Coordinator
- 2000 Attended (NASSP) National Principal's Convention – San Antonio
- 2001 SASI Training Conference in Ontario, CA
- 2001 Attended High Schools That Work Seminar, Boise
- 2001-2004 Attended Project Leadership Academy, Sun Valley
- 2002 Attended Crisis Plan Training – Cheryl Watkins
- 2002-2003 District Driver Education Coordinator
- 2003 Attended U.S. Department of Justice Training Cease Fire
- 2004 Academic Accountability Workshop – Mary Ann Reynolds
- 2004 Attended Data Decision Making Workshop – Mary Ann Reynolds
- 2004 Advanced Methods of Teaching – U of I –Dr. Tomlin
- 2005 Power School Training in CA
- 2005 Strength Based Intervention Plan Workshop
- 2006 Direct Instruction and Imagine It Training – Carrie Cole
- 2007 Core Reading Training for Administrators
- 2010 Mathematical Thinking Course
- 2010-2011 President of Region IV Elementary Principals
- 2012 Boise Writing Project Training
- 2012 School Net Training

- 2012 Assessment Training
- 2013 MTI Math Training
- 2013 Selected as IAEOP – Administrator of the Year
- 2014 Completed Charlotte Danielson Training Test
- 2014-2015 President of Region IV Elementary Principals
- 2015-2016 Selected as Idaho Gem Award Recipient-Instructional Leadership for Idaho
- 2016 Published a children's book *The Family Tree: The Night of the Storm*
- 2017 Presenter Kids Count Too! – Fall Bereavement Conference
- 2019 Workshop Presenter at National Association for Grieving Children
- 2019 Guest Speaker – National Honor Society Breakfast
- 2019 Accountability Oversight Committee (AOC) -State Board of Education

COLLEGE OF SOUTHERN IDAHO ADJUNCT FACILITATOR:

- 2013 *What Great Teachers Do Differently: 14 Things that Matter Most* by Todd Whitiker – Book Study
- 2016 *Engaging the Disengaged: How Schools Can Help Struggling Students Succeed* by Louis Brown Easton – Book Study
- 2018 *Mindset* by Carol Dweck – Book Study
- 2019 *Teach Like a Pirate* – by Dave Burgess – Book Study

IDAHO CREDENTIALS HELD:

- Standard Elementary – All Subjects K-8
- Administrator – School Principal K-12
- Pupil Personnel Services – Standard Counselor K/12

HOBBIES AND INTERESTS:

- Quilting
- Writing
- Camping with my family and friends
- Cooking

PROFESSIONAL ORGANIZATION INVOLVEMENT:

- Minidoka County Fair Board Member
- Volunteer - Minidoka County Dive Rescue Team
- Society for Children's Books Writers and Illustrators
- Idaho Association for Secondary School Principals

PROFESSIONAL REFERENCES:

Sam Strother – Director of Professional Development – Developing Mathematical Thinking Institute, 208-284-3082, sam@dmtinstitute.com

Dr. Tim Perrigot – Superintendent of Schools, Wendell, Idaho, 208-536-0961, tperrigot@wendellschools.org

Dr. Scott Rogers - Superintendent of Schools, Tooele, Utah, 435-850-0042, srogers@tooeleschools.org

Debbie Critchfield – President - State Board of Education, Oakley, Idaho, 208-431-6414, dcritchfield1@gmail.com

February 22, 2021

Dear Idaho State School Board of Education Members;

My appointment as a member of the Accountability Oversight Committee will come to an end on June 30, 2021. I would like to be considered for re-appointment for another two-year term.

The current purpose of the AOC it to provide well-researched recommendations to the Idaho State School Board to help guide conversations and decisions about student growth and achievement, school accountability and continuous improvement. Based on my background and expertise in curriculum and assessment I would like to continue to contribute to the work of the Accountability Oversight Committee.

Respectfully submitted,

Jodie M. Mills, Chief Academic Officer, Caldwell School District #132

Jodie M. Mills

6101 South Tarrega Lane • Meridian, Idaho 83642
Phone: 208.431.4145 • E-Mail: tcjod@hotmail.com

JM

Objective

Seeking appointment to the Accountability Oversight Committee.

Experience

Chief Academic Officer **July 2012 – Current**

Caldwell School District #132

- Administration and supervision of development plans for facilitating professional development programs for teachers and school leaders.
- Administration and supervision of academic and assessment services, including intervention programs. Oversight of the development and monitoring strategies to ensure achievement of performance outcomes and learning goals.
- Collect and analyze all state and district testing data and prepare reports for administration and teachers. Analyze student achievement data with recommendations of strengths, weaknesses and overall trends with sub-populations.
- Administration, supervision and maintenance of all federal and state education budgets associated to all education programs and federal programs.
- ***Interim Superintendent: June 2015 – July 2016***

Education Solutions Manager **July 2011 – July 2012**

SchoolNet, Inc.

- Management and supervision of *SchoolNet* deployment: Drafting and implementing overall project plan including risks, milestones, issues, deliverables and timelines
- Management and supervision of all project plans: Professional development, support, communication, assessment, curriculum, strategic planning, data and quality assurance.
- Supervision of all personnel including recommendations for hiring/termination, workload, delegating of assignments, staff training, monitoring and evaluating performance, initiating corrective or disciplinary actions.

Systems Improvement Coordinator **July 2009 – July 2011**

Idaho State Department of Education

- Management, implementation and coordination of all school improvement plans for districts and schools identified as "persistently low achieving".
- Collect and analyze all state and district testing data and prepare reports for administration and teachers. Analyze student achievement data with recommendations of strengths, weaknesses and overall trends with sub-populations.
- Provide specific technical assistance and professional development to districts and schools in areas identifies as weak, specifically working with building and district leadership teams.

Jodie M. Mills

Principal **July 2007 – July 2009**

Burley High School - Cassia County School District #151

- Administration and supervision of all classroom instruction, standards and benchmark implementation, progress monitoring and formative/summative assessments, and teacher effectiveness.
- Administration and development of all building maintenance and operations including all safety inspections and incident reporting.
- Supervision of all personnel including recommendations for hiring/termination, workload, delegating of assignments, staff training, monitoring and evaluating performance, initiating corrective or disciplinary actions.
- Administration, supervision and maintenance of all building budgets.

Director of Testing, Data Analysis and Technology **July 2009 – July 2011**

Cassia County School District #151

- Administration and supervision of all assessments including training, implementation, policies and procedures.
- Administration and oversight of testing, technology and curriculum, including development and monitoring strategies.
- Collect and analyze all state and district testing data and prepare reports for administration and teachers. Analyze student achievement data with recommendations of strengths, weaknesses and overall trends with sub-populations.
- Administration, supervision and maintenance of all assessment and technology plans and budgets.

Director of Federal Programs and Assessments **July 1999 – July 2004**

Minidoka County School District #331

- Administration and supervision of all federal and state program requirements, mandates, policies and procedures.
- Administration and supervision of all assessments including training, implementation, policies and procedures.
- Collect and analyze all state and district testing data and prepare reports for administration and teachers. Analyze student achievement data with recommendations of strengths, weaknesses and overall trends with sub-populations.
- Administration, supervision and maintenance of all testing and federal program plans and budgets.

Assistant Principal **January 1997 – July 1999**

Heyburn Elementary – Minidoka County School District #331

- Administration and supervision of all student discipline, strategies, interventions and incentives.
- Collect and analyze all state, district and school testing data and prepare reports for administration and teachers. Analyze student achievement data with recommendations of strengths, weaknesses and overall trends with sub-populations.

Jodie M. Mills

Science/PE Teacher

Minico High School - Minidoka County School District #331

- General classroom teacher in the area(s) of Biology, Human Anatomy, AP Biology, Honors Biology and Biochemistry; Physical Education and Weights for grades 10-12
- Head Varsity Girls Basketball Coach (1992 – 1999), Assistant Girls Volleyball and Softball Coach (1994, 1996-1998).

Education

- **Education Specialist in Education Leadership/Superintendent** **May, 2005**
  University of Idaho – Moscow, Idaho
- **Masters of Education/Education Administration** **May, 1999**
  University of Idaho – Moscow, Idaho
- **Bachelor of Science: Secondary Education** **May, 1989**
  Western Montana College – Dillon, Montana

Education Credentials

State of Idaho **Expire: September 1, 2024**

- Administrator: Superintendent
- Administrator: School Principal (K-12)
- Standard Secondary
  - Biological Sciences (6-12)
  - Physical Education (K-12)
  - Physical Education & Health (6-12)

National and International Presentations

- **Annual Visible Learning Conference: San Francisco 2017**
- **Annual Visible Learning Conference: Chicago 2018**
- **Annual Visible Learning Conference: Las Vegas 2019**
- **Orisis World Education Summit: Edinburgh, Scotland 2019**
- **Orisis World Education Summit: London, England 2021**

Jodie M. Mills

References

- **Dr. Shalene French** – Superintendent, Caldwell School District #132
  208-455-3300
- **Melissa Langan** – Principal, Van Buren Elementary, Caldwell School District #132
  208-697-4652
- **Meghan Wonderlich** – Principal, Jefferson Middle School, Caldwell School District #132
  208-501-3309
- **Julie Mead** – Director, Boise State University, SESTA
  208-426-4853
- **Karen Seay** – Director, Federal Programs, Idaho State Department of Education
  208-332-6978
- **Ainsley Rose** – Author and Consultant, Independent Consultant
  250-212-5662
- **Kara Vandas** – Author and Consultant, Independent Consultant
  720-301-7376

SUBJECT

Data Management Council Appointments

REFERENCE

June 2018	The Board reappointed Chris Campbell, Don Coberly, Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Cathleen McHugh to the Data Management Council.
August 2018	The Board appointed Dale Pietrzak and Dianna J. Renz to the Data Management Council.
April 2019	The Board appointed Scott Thomson and Grace L. Anderson to the Data Management Council.
February 2020	The Board appointed Marcia Grabow to the Data Management Council.
April 2020	The Board reappointed Matthew Rauch, Georgia Smith, and Dianna Renz to the Data Management Council. The Board appointed Chris Bragg to the Data Management Council.
August 2020	The Board appointed Leslie Odom and Kevin Whitman to the Data Management Council.
February 2021	The Board reappointed Chris Campbell and Todd King to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.

BACKGROUND/DISCUSSION

The Data Management Council (Council) was established by the Board pursuant to Board policy I.O. to make recommendations to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and to oversee the creation, maintenance and usage of said system. Section 33-133, Idaho Code, defines the state "data system" to include the state's elementary, secondary, and postsecondary longitudinal data. The SLDS consists of three areas of data and is referred to as EASI (the Education Analytics System of Idaho). EASI is a P-20W system consisting of P-12, postsecondary, and workforce data. The P-12 data is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data (managed by the Department of Labor) is referred to as the Idaho Labor Market Information (ILMI).

There are 13 seats on the Council representing the following constituencies:

a. Two representatives from the Office of the State Board of Education;
b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution;

c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented above;
d. One representative from the State Department of Education;
e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district;
f. One representative from the Division of Career Technical Education;
g. One representative from the Department of Labor;
h. One at-large member.

Appointments are made for two year terms and commence on July 1st. Incumbent candidates can be reappointed as long as they are eligible to serve based on the Council's current membership structure. The candidates for reappointment are:

- Dr. Cathleen McHugh (Office of the State Board of Education, Chief Research Officer) – Original appointment 2018
- Dr. Grace Anderson (Public postsecondary institution) – Original appointment 2019
- Tami Haft (Public postsecondary institution – registrar) – Original appointment 2011
- Scott Thomson (Rural school district) – Original appointment 2019
- Heather Luchte (Division of Career Technical Education) – Original appointment 2014

The seat representing an at-large school district became vacant due to the resignation of Marcia Grabow. The Data Management Council sought applications of individuals who would be willing to fill this role and considered those applications during a meeting in March.

IMPACT

Appointment of these individuals will result in all seats on the Data Management Council being filled.

ATTACHMENTS

Attachment 1 – Current Data Management Council Membership
Attachment 2 – Reappointments – Statements of Interest
Attachment 3 – Letter of interest from Dr. Spencer Barzee
Attachment 4 – Resume from Dr. Spencer Barzee

BOARD STAFF COMMENTS AND RECOMMENDATIONS

All individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve. For the open seat, Board staff reached out to constituents to solicit applicants. Board staff emailed superintendents of public school districts and executive directors of charter schools and notified them of the opening. Board staff also reached out to

individuals who had applied before for a school district seat. There were seven applications received:

- Spencer Barzee, West Side School District, Superintendent
- Jonathan Morse, Pathways in Education Charter School ,Accountability and Development Manager
- Shalene French, Caldwell School District, Superintendent
- Julie Best, Gem Innovation Charter Schools, Data and Implementation Manager
- Gwen Johnson, Kellogg School District, Assistant Technology Director and ISEE Coordinator
- Jeff Dodds, West Ada School District, Data Systems Administrator
- Stephen Gentile, Madison School District, Madison Jr. High, Assistant Principal

The Data Management Council met and voted to recommend Dr. Spencer Barzee to the Board for appointment on the Data Management Council.

BOARD ACTION

I move to approve the reappointment of Dr. Cathleen McHugh to the Data Management Council as a representative from the Office of the State Board of Education for a term commencing July 1, 2021 and ending June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Dr. Grace Anderson to the Data Management Council as a representative of a public postsecondary institution for a term commencing July 1, 2021 and ending June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Tami Haft to the Data Management Council as a representative of a public postsecondary institution registrar for a term commencing July 1, 2021 and ending June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Scott Thomson to the Data Management Council as a representative of a rural school district for a term commencing July 1, 2021 and ending June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Heather Luchte to the Data Management Council as the representative from the Division of Career Technical Education for a term commencing July 1, 2021 and ending June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Dr. Spencer Barzee to the Data Management Council as a representative of a public school district for a term commencing immediately and ending June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Data Management Council Membership

February 2021

Office of the Idaho State Board of Education

Dr. Cathleen McHugh
Chief Research Officer
Idaho State Board of Education
Member since 2018
Term: July 1, 2019 –June 30, 2021

Chris Campbell
Chief Technology Officer
Idaho State Board of Education
Member since 2015
Term: February 17, 2021 - June 30, 2023

Public Postsecondary Institutions

Four Year Institution

Dr. Grace Anderson
Director of Institutional Research
Lewis-Clark State College
Member since 2019
Term: July 1, 2019 –June 30, 2021

Dr. Leslie Odom
Associate Director for Reporting and Data Quality
Boise State University
Member since 2020
Term: August 26, 2020 –June 30, 2022

Community College

Chris Bragg
Associate Dean of Institutional Effectiveness
College of Southern Idaho
Member since 2020
Term: July 1, 2020 –June 30, 2022

Public Postsecondary Institution Registrar

Tami Haft
Registrar/Director of Admissions – Enrollment Services
North Idaho College
Member since 2011
Term: July 1, 2019 -June 30, 2021

State Department of Education

Kevin Whitman
Director for Assessment and Accountability
Idaho State Department of Education
Member since 2020
Term: August 26, 2020 –June 20, 2022

Council membership continued on second page

K-12 School Districts

Vacant Position (for either a rural or urban district representative)

Rural Districts

Scott Thomson
Executive Director
North Idaho STEM Charter Academy
Member since 2019
Term: July 1, 2019 -June 30, 2021

Urban District

Matthew Rauch
Database Manager
Kuna School District
Member since 2015
Term: July 1, 2020 -June 30, 2022

Division of Career Technical Education

Heather Luchte
Director, Performance Management
Division of Career Technical Education
Member since 2014
Term: July 1, 2019 - June 30, 2021

Department of Labor

Georgia Smith
Deputy Director of Communications, Research and Determination Services
Idaho Department of Labor
Member since 2014
Term: July 1, 2020 -June 30, 2022

At-Large Representative

Todd King
Education Data Systems Reporting Manager
Idaho State Board of Education
Member since 2013
Term: February 17, 2021 - June 30, 2023

Cathleen McHugh

From: Scott Thomson <sthomson@northidahostem.org>
Sent: Monday, February 15, 2021 10:15 AM
To: Cathleen McHugh
Subject: Re: DMC reappointment

Hi Cathleen, I would like to be reappointed. If you'll have me :-)

--
Scott Thomson
Executive Director
STEM Charter Academy
A Free K-12 Public School of Choice

Be optimistic, It costs the same!

Cathleen McHugh

From: Grace L. Anderson <glanderson@lcsc.edu>
Sent: Monday, February 15, 2021 5:41 PM
To: Cathleen McHugh
Subject: RE: DMC reappointment

Thank you, Cathleen. I am interested in being reappointed to another term at the DMC (if you'll have me).

Thanks,
Grace

Grace L. Anderson, Ph.D.
Director of Institutional Research & Effectiveness
Lewis-Clark State College
glanderson@lcsc.edu
208-792-2456

Cathleen McHugh

From: Heather Luchte <Heather.Luchte@cte.idaho.gov>
Sent: Tuesday, February 16, 2021 8:14 AM
To: Cathleen McHugh
Subject: RE: DMC reappointment

I'd like to continue, thanks!

From: Tami Haft
To: Cathleen McHugh
Subject: DMC
Date: Thursday, March 18, 2021 9:41:35 AM

Good morning Cathleen-

Following our discussion this morning, please forward my name for consideration to remain on the DMC as the Registrar representative for the 2021-23 term.

Thank you.

Tami L. Haft
Tami L. Haft
North Idaho College
Registrar and Director of Admissions
Phone: 208.769.7729
Email: tami_haft@nic.edu

College hours:
Monday – Thursday 7:30 am – 5 pm
Friday 7:30 am – 2:30 pm

Practicing physical distancing and wearing a face covering are required activities on campus. #protectthenest

CONFIDENTIALITY NOTICE:
This message is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential, and exempt from disclosure under applicable law. Unless you are the intended recipient, you may not use, copy or disclose the information in this message. If you have received this message in error, please reply to tlhaft@nic.edu and fully delete this message.

-Follow us-

From: Cathleen McHugh
To: Cathleen McHugh
Subject: DMC reappointment
Date: Friday, March 19, 2021 2:13:19 PM
Attachments: image001.png

This is to confirm my interest in being reappointed to the Data Management Council.

Dr. Cathleen McHugh
Chief Research Officer
cathleen.mchugh@osbe.idaho.gov
Tel: (208) 332-1572

Idaho State Board of Education

650 W. State St. #307
Boise, ID 83720-0037
(208) 332-1572

www.boardofed.idaho.gov

West Side School District #202
626 North Westside Hwy • P.O. Box 39 • Dayton, ID 83232

Spencer Barzee
Superintendent

February 16, 2021

Dear Data Management Council,

The intent of this letter is to express my interest to serve on the Data Management Council. I have served on and occasionally been the chair of committees for the Idaho State Board of Education as well as the Idaho State Department of Education. During these choice experiences, I have felt that my expertise was of great value to accomplishing the intended purpose and goals of the committees.

Throughout my career as a teacher and an administrator, data has always played an important role in my work. Recently, I completed my doctorate degree. My degree was focused on the academic impact of the four-day school week in Idaho. I have looked at academic data over a number of years in multiple subject areas as well as many subpopulations. Throughout this process I have come to understand intricate details centered around data management, privacy protection, and the appropriate use of data. I certainly have enjoyed the process of determining factors that may or may not have statistically influenced academic results and performance of rural Idaho school districts in a significant manner.

I recognize this council has very important work to accomplish as they oversee the Statewide Longitudinal Data System. I would be honored and delighted to be a part of it. Thanks for the consideration to serve on this most important committee.

Sincerely,

Spencer Barzee

Spencer J. Barzee

Superintendent, West Side School District

335 E. 2nd S.
Clifton, ID 83228
cell (208) 339-0845
sbarzee@westside202.com

Spencer Barzee

EDUCATION:

Doctor of Education in Educational Leadership (Ed.D.)
May 2020 Northwest Nazarene University Nampa Idaho
- GPA 3.84

Educational Specialist Degree (Ed.S., Superintendent Endorsement)
May 2010 University of Idaho Moscow, Idaho
- GPA 3.8

Masters Degree in Educational Leadership (M.Ed., Principal Endorsement)
August 2006 University of Idaho Moscow, Idaho
- GPA 3.9

Elementary Education Bachelors Degree (BS, Teaching Endorsement)
April 2003 BYU-Idaho Rexburg, Idaho
- GPA 3.6
- Successfully completed the Idaho State Comprehensive Literacy Assessments, the Idaho Technology Performance Assessment, and the Praxis II Series.

ADMINISTRATIVE EXPERIENCES:

West Side School District Superintendent
2013-Current West Side School District Dayton, Idaho

West Side School District Assistant Superintendent
2012-2013 West Side School District Dayton, Idaho

West Side High School Principal
2009-2012 West Side School District Dayton, Idaho

District Special Education Director
2006-2012 West Side School District Dayton, Idaho

High School Athletic Director
2009-2012 West Side School District Dayton, Idaho

Harold B. Lee Middle School Principal
2010-2011 West Side School District Dayton, Idaho

Harold B. Lee Elementary Principal
2006-2009 West Side School District Dayton, Idaho

COMMITTEE EXPERIENCES:

Accountability Oversight Committee (Board of Education)
2013-2016 (chairman for 2015-2016)

Idaho 5th District Athletic Association (5th District Superintendents Rep)
2012-2018

Students Come First Technology Task Force
2011-2012

TEACHING EXPERIENCES:

Student Council Advisor
2009-2013 West Side High School Dayton, Idaho

335 E. 2nd S.
Clifton, ID 83228
cell (208) 339-0845
sbarzee@westside202.com

- Taught the student council students effective leadership skills and monitored student activities.

Middle School Teacher

2003-2006 H.B. Lee Middle School Dayton, Idaho

- Taught a Language Arts curriculum which placed emphasis on teaching literacy skills to prepare the students for the Direct Writing Assessment and Idaho Standards Achievement Test.
- Taught 6th grade math and Pre-algebra to help students master basic mathematical concepts and prepare for the Idaho Standards Achievement Test.
- Taught fundamental technology concepts to introduce students to computer program systems such as Microsoft Word, Excel, PowerPoint, and the Internet.
- Taught health/physical education to emphasize the importance of a life-long healthy lifestyle.

ADDITIONAL EDUCATIONAL TRAINING:

Mathematical Thinking for Instruction Course (MTI)

Jan.-Feb 2010 Karin Moscon Preston, Idaho

- Received instruction on the latest research on how children learn mathematics and how to effectively teach mathematics.

Idaho Principals Academy of Leadership (PALs)

2008-2010 Margo Healy & Joe Burris Boise, Idaho

- Received instruction in how to provide a learning environment focused on increasing the effectiveness to the Instructional Core at the building and district level.

Mentor Academy

2008 Boise, Idaho

- Learned how to incorporate effective mentoring strategies to maximize teacher potential.

Educational Law Seminar

Spring of 2006, 2011-2018 Brian K. Julian Boise, Idaho

- Reviewed common educational laws and court cases in the state of Idaho.

Effective Mathematic Programs

Spring 2006 Pocatello, Idaho

- Reviewed the components of effective remediation for mathematic programs.

Plato

Fall 2004-Fall 2005 Lee Wheeler Dayton, Idaho

- Learned how to implement and manage online curriculum.

Step Up To Writing

Spring 2004 Idaho Falls, Idaho

335 E. 2nd S.
Clifton, ID 83228
cell (208) 339-0845
sbarzee@westside202.com

- Received instruction on how to incorporate hands-on writing strategies that help students proficiently write and actively engage in reading materials for improved comprehension.

ISIMS

Summer 2004 Albertson's Foundation Kimberley, Idaho

- Trained in a computer program that served the purpose of providing schools with the most efficient and effective student information management and reporting system.
- Served as a trainer to staff at West Side School District.

TOBI

Summer 2003 Albertson's Foundation
Pocatello, Idaho

- Trained in instructional strategies that emphasized reading across the curriculum.

VOLUNTEER EXPERIENCE:

Scholastic Judge - Distinguished Young Women

2015-current Clifton, Idaho

- Evaluated the Academic Records of the participants in the Distinguished Young Women Program.

Scoutmaster

2006-2011 Clifton, Idaho

- Working with 12-13 year old young men to prepare them to be responsible adults by completing the Boy Scouts of America Program.

Assistant Scoutmaster

2005-2006 Clifton, Idaho

- Assisted the scoutmaster in working with 12-13 year old young men to prepare them to be responsible adults by completing the Boy Scouts of America Program.

Little League Wrestling Coach

2004-Current Harold B. Lee Elementary Dayton, Idaho
2000-2002 West Jefferson Terreton, Idaho

- Coached wrestling skills to 65 children with ages ranging from 5-13.

Missionary for Religious Organization

1998-2000 Religious Organization St. Louis, Missouri

- Taught people about basic religious beliefs, counseled and gathered statistical information from young adults in a religious organization, worked 60-80 hours a week.

PROFESSIONAL STANDARDS COMMISSION

SUBJECT
Emergency Provisional Certificates Recommendations

REFERENCE

April 2020	Board approved twenty-four (24) provisional certificates for the 2019-20 school year.
June 2020	Board approved two (2) provisional certificates for the 2019-20 school year.
August 2020	Board approved one (1) provisional certificates for the 2020-21 school year.
December 2020	Board reviewed fifteen (15) provisional certificates for the 2020-21 school year. Fourteen (14) applications were approved and one (1) application was not approved.
February 2021	Board approved fifty-two (52) provisional certificates for the 2020-21 school year.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION
Thirteen (13) emergency provisional applications were received by the State Department of Education by January 7, 2021 from the school districts listed below. These applications were reviewed by the Professional Standards Commission Authorizations Committee on January 28, 2021. Due to timelines for State Board of Education agenda items to be submitted to the Office of the State Board of Education, the earliest regularly scheduled Board Meeting for consideration is the April 2021 meeting. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/ credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district. Historical Provisional status has been added to candidates that have received provisional approvals in prior years, as there is nothing in rule that prohibits multiple provisionals.

Another Choice Charter School #476
Applicant Name: Juana Lozano-Angel
Content & Grade Range: All Subjects K-8
Degree: BA, Interdisciplinary Studies/Elementary Education
Declared Emergency: January 7, 2021 Another Choice Charter School Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were three candidates and three interviews. The school had an overload of new students this year, so Juana (Yessenia), who was a paraprofessional for the last three years, understands the programs. She has a degree for the base of Elementary Education.
PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends Another Choice Charter School's request for Juana Lozano-Angel without reservation.

Bonneville Joint School District #93
Applicant Name: Lisa Wilmore
Content & Grade Range: School Counselor
Degree: MA, Counseling – Marriage, Couple and Family, 12/2016 and BA, Anthropology, 5/2012
Declared Emergency: October 14, 2020 Bonneville Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were five applicants and three interviews. The school district had a counselor leave two weeks into the school year due to a family situation.
PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends Bonneville Joint School District's request for Lisa Wilmore without reservation.

Cassia County Joint School District #151
Applicant Name: Kristi Gerratt
Content & Grade Range: All Subjects K-8
Degree: 122 credits, enrolled in the Western Governors University for Elementary Education, but not in student teaching year
Declared Emergency: January 21, 2021 Cassia County Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: She was a great fit for this position.
PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends Cassia County Joint School District's request for Kristi Gerratt without reservation.

Coeur d'Alene School District #271
Applicant Name: Colton Orrino
Content & Grade Range: Natural Science 6-12
Degree: 126 credits, enrolled in the EWU for Natural Science, but not in student teaching year
Declared Emergency: December 7, 2020 Coeur d'Alene School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were three applicants and two interviews. One of the candidates was hired to fill another vacancy at the district.
PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends Coeur d'Alene School District's request for Colton Orrino without reservation.

Gem Prep: Nampa Charter School #796
Applicant Name: Stefani Alvarado
Content & Grade Range: Mathematics 6-12
Degree: 98 credits, enrolled in the Western Governor's University program for Mathematics, but not in her student teaching year
Declared Emergency: October 15, 2020 Gem Prep: Nampa Charter School Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There was one applicant and one interview. Josh Hodges was hired during the summer of 2020 as a 7-10 grade math teacher at Gem Prep Nampa. Josh resigned a couple of weeks after the school year began. With the pandemic and an immediate need for a critical subject area, Stefani was identified as a viable option by the administration staff at Gem Prep Nampa to be a replacement for Josh. She currently has a year left before she graduates from Western Governor's University with a bachelor's degree in mathmatics education.
PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends Gem Prep: Nampa Charter School's request for Stefani Alvarado without reservation.

Lakeland Joint School District #272
Applicant Name: Maggie Mayernik
Content & Grade Range: CTE – Family and Consumer Science 6-12
Degree: BS, Operational Management, 5/2016
Declared Emergency: October 27, 2020 Lakeland Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were three applicants and three interviews. This position had been open since the beginning of the year. The school offered the position to somone else and she declined. Maggie was then offered the position.
PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends Lakeland Joint School District's request for Maggie Mayernik without reservation.

Monticello Montessori Charter School #474
Applicant Name: John Adams
Content & Grade Range: All Subjects K-8
Degree: Doctor of Jurisprudence, 5/2019 and AA, Visual Art, 2/2007
Declared Emergency: October 15, 2020 Monticello Montessori Charter School Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were two applicants and two interviews. The contracted teacher for this position asked to be released due to family concerns with an infant needing more parental care. The board released the contracted teacher pending finding a suitable replacement. No certificated teacher applied for this opening. This candidate has the highest education of the applicants.

PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends Monticello Montessori Charter School's request for John Adams without reservation.

Mountain View School District #244
Applicant Name: Adrian Wilkins
Content & Grade Range: All Subjects K-8
Degree: AA, Early Childhood Development, 12/2018
Declared Emergency: October 19, 2020 Mountain View School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were three applicants and one interview. The other two applicants did not finish the application process. The original Kindergarten teacher resigned the position two days before school started. Ms. Wilkins substituted in the class before her official hiring . She got to know the students and had a great rapport with them. She holds an Associate's degree in Early Childhood Development which coincides well with Kindergarten students and teaching.
PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends Mountain View School District's request for Adrian Wilkins without reservation.

Pocatello/Chubbuck School District #25
Applicant Name: Tyler Cooper
Content & Grade Range: All Subjects K-8
Certified: Social Studies 6-12 and History 6-12
Declared Emergency: December 15, 2020 Pocatello/Chubbuck School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were no applicants. Tyler Cooper has been a long-term sub for a 1st grade online class since September 10, 2020 for a teacher who has cancer. The teacher became terminal and turned in her resignation. Tyler was willing to take on this online position for the district, which has taken considerable professional develpment as District #25 has navigated teaching online classrooms. This class had two teachers before September 10th who were unable to finish the long-term assignment. This was hard on the learners and families.
PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends Pocatello/Chubbuck School District's request for Tyler Cooper without reservation.

Potlatch School District #285
Applicant Name: Tyler Petty
Content & Grade Range: English 6-12
Degree: BA, Finance and Accounting, 5/2011
Declared Emergency: October 14, 2020 Potlatch School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There was one candidate and one interview. An emergency was declared when the former secondary English teacher requested out of his 2020-21 contract on August 19th. Due to the school reentry and scheduling protocols, the uncertainty of the COVID-19 virus in the region, and his susceptibility to the virus and other medical issues, he felt that he could no longer continue teaching.
PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends Potlatch School District's request for Tyler Perry without reservation.

Preston School District #201
Applicant Name: Katherine Troumbley
Content & Grade Range: All Subjects K-8
Degree: BA, University Studies, 12/2016
Declared Emergency: July 13, 2020 Preston School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were seven candidates and five interviews. On April 22nd, a part-time kindergarten teacher in the district resigned. The job was posted upon acceptance of the resignation, but there were very few applicants. The position was left open until the end of June. Four of the seven applicants were certified. All four were interviewed and turned down the position. Katie was offered the position and she accepted. She understood the responsibility of completing the ABCTE process. The candidate did not qualify on the Uniform Standard for Evaluating Content Competency and had not passed any assesssments within the ABCTE program. We thought she would be able to pass an assessment and qualify for the Alt Auth - Content Specialist, but COVID delayed the process.
PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends Preston School District's request for Katherine Troumbley without reservation.

Thomas Jefferson Charter School #559
Applicant Name: Christian Shafer
Content & Grade Range: Chemistry 6-12 and Natural Science 6-12
Degree: 120 credits
Declared Emergency: September 4, 2020 Thomas Jefferson Charter School Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There was one applicant and one interview. Thomas Jefferson Charter School had a properly endorsed teacher under contract for the 2020-21 academic year. The teacher resigned on Friday, September 4, 2020 due to fears related to contracting coronavirus. The first day of school was August 19, 2020.
PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends Thomas Jefferson Charter School's request for Christian Shafer without reservation.

White Pine Charter School #464
Applicant Name: Tammie Smith
Content & Grade Range: All Subjects K-8 and Physical Education K-12
Degree: 88 credits
Declared Emergency: September 1, 2020 White Pine Charter School Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were two applicants and two interviews. A teacher choose to resign due to health reasons on August 25. The first day of school was September 8th. Tammie applied for another vacancy in the school ditrict and was requested to interview for this position. The other teacher had the right credentials with poor job performance reviews from previous employers. Tammie had a great recommendation from her previous employer. The team decided Tammie was a good fit as she had taught elective classes like PE. Tammie is enrolled in Western Governor's Univeristy and is scheduled to complete her student teaching Fall 2021.
PSC Review: The Professional Standards Commission Authorizations Committee met January 28, 2021. The committee recommends White Pine Charter School's request for Tammie Smith without reservation.

IMPACT

If an emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position as required by Idaho Code § 33-1201 and funding could be impacted.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education…." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years accredited college training; except in "the limited fields of trades and industries, and specialists certificates of school librarians and school nurses,…emergencies, which must be declared, the state board may authorize the issuance of provisional certificates based on not less than two (2) years of college training."

Section 33-512(15), Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator…." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In some cases, the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Salary Based Apportionment is calculated based on school district employee certification. A school district or charter school receives a lesser apportionment for non-

certificated/classified staff than it receives for certificated staff. Substitute teachers are calculated at the lesser-classified staff rate.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission and to issue one-year emergency provisional certificates for Juana Lozano-Angel, Lisa Wilmore, Kristi Gerratt, Colton Orrino, Stefani Alvarado, Maggie Mayernik, John Adams, Adrian Wilkins, Tyler Cooper, Tyler Petty, Katherine Troumbley, Christian Shafer and Tammi Smith to teach the content area and grade ranges at the specified school districts and charter schools as provided herein for the 2020-21 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Northwest Nazarene University-Master in Social Work, School Social Worker

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section 33-114, 33-1254, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION

In 2020, the State Department of Education (Department) received notice from Northwest Nazarene University, a private, traditional educator preparation program, that its Master in Social Work program had received national accreditation from the Council on Social Work Education (CSWE) through June 2025 (Attachment 1).

The preparation standards for School Social Worker, incorporated by reference in in the Idaho Standards for Initial Certification of Professional School Personnel (IDAPA 08.02.02), are based on CSWE standards. Because the Professional Standards Commission recognizes the Idaho standards for School Social Worker are met through CSWE accreditation, no additional review of the program by the Professional Standards Commission (PSC) was conducted. Lisa Colon Durham, the Department's Director of Certification and Professional Standards, is requesting approval of the Master in Social Work program for School Social Workers as an approved School Social Worker certification program. With the Board's approval, the Master in Social Work program leading to certification as a School Social Worker will be added to the Department's list of approved teacher education programs.

IMPACT

Northwest Nazarene University's Master in Social Work program leading to certification as a School Social Worker will be added to the list of the Department's approved teacher education programs.

ATTACHMENTS

Attachment 1 – NNU Letters from CSWE

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the PSC. Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content

standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the PSC to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The PSC review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The PSC may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the PSC forwards a new recommendation to the Board regarding approval status of the program. In this case, the standard review practice was not completed. Program accreditation is being used in lieu of the PSC review and recommendation.

The 2020 legislature approved amendments to Section 33-1207A, Idaho Code, limiting the evaluation and review of non-public educator preparation programs to verification that candidates:

(i) Hold a bachelor's degree from an accredited four (4) year institution;
(ii) Submit to a criminal history check as described in section 33-130, Idaho Code;
(iii) 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 knowledge or equivalent standards set forth in the initial standards for teacher certification, if any; and
(iv) Pass pedagogical training in substantive alignment with knowledge or equivalent standards set forth in the core standards of the initial standards for teacher certification, if any.

Once approved by the Board, candidates completing this program will be able to apply for a Standard Pupil Service Certificate with a School Social Worker endorsement.

BOARD ACTION

I move to accept the recommendation of the Department of Education to approve Northwest Nazarene University's Master in Social Work program as an approved educator preparation program leading to certification as a School Social Worker.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

COUNCIL ON SOCIAL WORK EDUCATION
STRENGTHENING THE PROFESSION OF SOCIAL WORK
Leadership in Research, Career Advancement, and Education

1701 Duke Street, Suite 200, Alexandria, VA 22314 TEL 703.683.8080 FAX 703.683.8099 www.cswe.org

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July 10, 2017

Joel K. Persall, JD
President
Northwest Nazarene University
Office of the President
623 S. University Blvd.
Nampa, ID 83686

Dear President Persall:

At its June 2017 meeting, the Commission on Accreditation (COA) reviewed the *Reaffirmation* application for the master's social work program. The COA voted to reaffirm the program's accreditation for 8 years, ending in June 2025, with a *Progress Report* to be reviewed by the accreditation specialist.

In taking this action, the Commission identified the following areas of concern:

> ***Accreditation Standard 3.1.8***: *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.*

The program submitted its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic performance. However, the program did not provide its policy for professional performance.

The program is asked to provide its policy for professional performance.

> ***Accreditation Standard 4.0.5*: *For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.***

The program provided its plan and summary data for the assessment of the implicit curriculum as defined in **EP 4.0** from program defined stakeholders. The program discussed implications for program renewal and specific changes it has made based on these assessment outcomes. However, the summary data used for assessment of the implicit curriculum from program defined stakeholders, and its implications for program renewal and specific changes it has made based on these assessment outcomes is not separated by program option.

The program is asked to provide summary data used for assessment of the implicit curriculum from program defined stakeholders, and its implications for program renewal and specific changes it has made based on these assessment outcomes by program option.

Submit three (3) copies of the *Progress Report* no later than April 1, 2018 for review during the June 2018 Commission on Accreditation meeting.

Please be in touch with Dr. Dana K. Harmon, Accreditation Specialist in the Department of Social Work Accreditation, if there are any questions about this letter or the procedures and actions of the Commission on Accreditation.

Sincerely,

Andrew W Safyer

Andrew W. Safyer, PhD, MSW
Chair, Commission on Accreditation

AWS/dkh

Cc: Lawanna Lancaster, LMSW, PhD
Chair, Department of Social Work

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St. Catherine University & University of St. Thomas Collaborative

July 9, 2018

Joel K. Persall, JD
President
Northwest Nazarene University
Office of the President
623 S. University Blvd.
Nampa, ID 83686

Dear President Persall:

At its June 2018 meeting, the Commission on Accreditation (COA) reviewed the *Progress Report* for the master's social work program. The COA decided to accept the report.

Please be in touch with Anna R. Holster, Accreditation Specialist in the Department of Social Work Accreditation, if there are any questions about this letter or the procedures and actions of the Commission on Accreditation.

Sincerely,

Andrew W Safyer

Andrew W. Safyer, PhD, MSW
Chair, Commission on Accreditation

AWS/dkh

Cc: Lawanna Lancaster, MSW, PhD
Chair, Department of Social Work

TAB	DESCRIPTION	ACTION
A	**INSTITUTION AND AGENCY STRATEGIC PLANS**	Information Item
B	**STUDENT FEE OPT-OUT**	Information Item

SUBJECT

Institution, Agency, and Special/Health Programs Strategic Plans

REFERENCE

December 2017	The Board approved new system-wide performance measures for the institutions focused on outcomes from the CCA Game Changers.
February 2018	The Board approved the State K-20 Education Strategic Plan.
April 2018	The Board reviewed the institution, agency and special/health programs strategic plans.
June 2018	The Board approved the annual updates to the institution, agency, and special/health program strategic plans.
December 2018	The Board reviewed and directed staff to make updates to the State K-20 Education Strategic Plan.
February 2019	The Board approved the State K-20 Education Strategic Plan.
April 2019	The Board reviewed the institution, agency and special/health programs strategic plans.
June 2019	The Board approved the institution, agency and special/health programs strategic plans.
October 2019	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their strategic plan goals.
June 2020	The Board approved the institution and agency FY2021 – FY2025 strategic plans and delegated approval of the FY2021 – FY2025 strategic plans to the Executive Director.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1901 through 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans, ask questions or request changes in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board, the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in sections 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the interests of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

    i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

    ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

    iii. Each objective must include at a minimum one performance measure with a benchmark.

3. Performance measures must be quantifiable indicators of progress.

4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.

5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

7. Institutions and agencies may include strategies at their discretion.

Board policy I.M. also requires each plan to be submitted in a consistent format. The Planning, Policy and Governmental Affairs committee established the current

template for strategic plan submittal and the Board adopted it at the April 2017 Board meeting.

In addition to the goals, objectives and performance measures chosen by each institution and agency, the Board has historically required a set number of uniform "system-wide" postsecondary performance measures. At the December 2017 Regular Board meeting the Board discussed and approved the current system-wide performance measures. These system-wide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The system-wide performance measures are required, by the Board, to be reported consistently across institutions. While each institution is required to include the system-wide performance measures in their strategic plans, each institution sets their own benchmarks.

The system-wide performance measures are:

Timely Degree Completion

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the reporting institution
II. Percent of first-time, full-time, freshmen graduating within 150% of time
III. Total number of certificates/degrees produced, broken out by:
    a) Certificates of at least one academic year
    b) Associate degrees
    c) Baccalaureate degrees
IV. Number of unduplicated graduates, broken out by:
    a) Certificates of at least one academic year
    b) Associate degrees
    c) Baccalaureate degrees

Remediation Reform

V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

Math Pathways

VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

Guided Pathways

VII. Percent of first-time, full-time freshmen graduating within 100% of time

In addition to including the system-wide performance measures, the Board has consistently requested the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the "status quo."

All of the strategic plans are required to be in alignment with the Board's system-wide strategic plans; these include the Board's overarching K-20 education strategic plan (approved at the February Board meeting), the Higher Education Research Strategic Plan, and the Idaho Indian Education Strategic Plan.

Executive Order 2017-02 requires updates on the adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security Critical Security Controls (CIS Controls) to be included in each institution's and agency's strategic plans.

IMPACT

Once approved the strategic plans will be submitted to the Division to Financial Management.

ATTACHMENTS

Attachment 01 – K-20 Strategic Plan
Attachment 02 – Strategic Planning Requirements

Institutions

Attachment 03 – University of Idaho
Attachment 04 – Boise State University
Attachment 05 – Idaho State University
Attachment 06 – Lewis-Clark State College

Community Colleges

Attachment 07 – College of Eastern Idaho
Attachment 08 – College of Southern Idaho
Attachment 09 – College of Western Idaho
Attachment 10 – North Idaho College

Agencies

Attachment 11 – Idaho Division of Career Technical Education
Attachment 12 – State Department of Education/Public Schools
Attachment 13 – Idaho Division of Vocational Rehabilitation
Attachment 14 – Idaho Public Television

Special and Health Programs

Attachment 15 - Agricultural Research and Extension Services
Attachment 16 - Forest Utilization Research and Outreach
Attachment 17 - Idaho Geological Services
Attachment 18 - Washington-Idaho-Montana-Utah (WIMU) Veterinary Medical Education
Attachment 19 - Washington, Wyoming, Alaska, Montana, Idaho (WWAMI) Medical Education Program

Annual Reports

Attachment 20 - Annual Dual Credit Report
Attachment 21 - Annual Scholarship Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

As part of the Board's constitutional and statutory responsibility for oversight and governance of public education in Idaho, the Board approves all of the public education related strategic plans. This includes the approval of each of the required strategic plans for the special programs and health programs that are funded through the various education budgets. In total, the Board has historically considered and approved 24 updated strategic plans annually, inclusive of the K-20 Education Strategic Plan approved in February. Approved plans must meet the strategic planning requirements in Idaho Code, Board Policy, and any Executive Orders that impact strategic planning. Review and approval of the strategic plans gives the Board the opportunity at the broader policy level to affect the long-term direction of public education in the state, evaluate the strategic direction of the institutions and agencies, direct the institutions and agencies to correct course as needed to assure alignment with the K-20 educational system goals, and measure the progress the institutions and agencies are making in meeting their goals and objectives as well as the Board's goals and objectives.

Review and approval of the strategic plans gives the Board the opportunity to look at the mid and long term goals for public education in the state and provide direction to the institutions and agencies on what that course should be. Additionally, the process allows the Board to identify how progress will be measured by the institutions and agencies. The institution and agency strategic plans are also intended to drive the annual budgeting and budget request process. The strategic plans in conjunction with the three-year program plans the Board reviews and approves at the regular August Board meeting allow the Board to view the system at a policy level to assure the system is on course or adjust as needed. The purpose of the strategic planning work session is to engage the institutions in a discussion around their strategic goals and objectives, how these goals and objectives work together as part of a system and whether or not they are helping to make progress in accomplishing Idaho's education vision and mission.

Due to the large number of strategic plans under the Board's purview, the Board delegated the approval of the special and health programs strategic plans to the Board's Executive Director at the June 2020 Regular Board meeting. While staff is recommending the same action for the June 2021 Regular Board meeting, the special and health programs strategic plans are included in the Work Session agenda material should the Board want to provide additional direction to any of the programs.

BOARD ACTION

This item is for institutional purposes only.

Idaho State Board of Education

FY2022-2027
Idaho K-20 Public Education - Strategic Plan

MISSION

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

An Idaho Education: High Potential – High Achievement

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment –** Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion –** Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment –** Prepare students to efficiently and effectively enter and succeed in the workforce.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

FY2022-2027
Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

GUIDING VALUES

- Access
- Innovation
- Preparedness
- Resilience

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness) – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Performance Measures:

I. **Development of a single K-20 data dashboard and timeline for implementation.**
   Benchmark: Completed by FY2022

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Performance Measures:

I. **Percent of Idaho community college transfers who graduate from four-year institutions.**
Benchmark: 25% or more

II. **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**
Benchmark: 2 year – less than 55%
4 year – less than 20%[3]

GOAL 2: 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 for the next educational level.

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Performance Measures:

I. **Performance of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**
Benchmark: TBD (Benchmark will be set after Spring 2021 IRI results received)

II. **Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**
Benchmark: TBD (Benchmark will be set after Spring 2021 IRI results received)

III. **Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).**
Benchmark:

Idaho Standards Achievement Test	by 2022/ESSA Plan Goal
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%

Science	
5th Grade	FY21 Baseline
High School	FY21 Baseline

IV. High School Cohort Graduation rate.
Benchmark: 95%[3] or more

V. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.
Benchmark: SAT – 60%[1] or more
ACT – 60%[1] or more

VI. Percent of high school graduates who participated in one or more advanced opportunities.
Benchmark: 80%[1] or more

VII. Percent of dual credit students who graduate high school with an Associates Degree.
Benchmark: 3%[2] or more

VIII. Percent of high school graduates who enroll in a postsecondary institution:
Within 12 months of high school graduation.
Benchmark: 60%[3] or more
Within 36 months of high school graduation.
Benchmark: 80%[4] or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.

Performance Measures:

I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.
Benchmark: TBD

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

Performance Measures:

I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

Benchmark: 60%[5] or more

II. Total number of certificates/degrees conferred, by institution per year:

a) Certificates
b) Associate degrees
c) Baccalaureate degrees

Total number of certificates/degrees produced, by institution annually	Benchmark
Certificates of at least one year	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Associate degrees	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Baccalaureate degrees	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD

III. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.

(Distinguish between new freshmen and transfers)

Benchmark: (2 year Institutions) 75%[3] or more
(4 year Institutions) 85%[3] or more

IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).
Benchmark: 50%[3] or more (2yr/4yr)

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

Performance Measures:

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.
Benchmark: 50% or more

II. Percent of new degree-seeking freshmen completing a gateway math course within two years.
Benchmark: 60% or more

III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.
Benchmark: Transfer Students: 69/138[2] or less
Benchmark: non-transfer students: 69/138[2] or less

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

I. Annual number of state-funded scholarships awarded and total dollar amount.
Benchmark: 3,000[6] or more, $16M[7] or more

II. Proportion of postsecondary graduates with student loan debt.
Benchmark: 50% or less[8]

III. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).
Benchmark: 60% or more

IV. Percent cost of attendance (to the student)
Benchmark: 96%[4] or less of average cost of peer institutions

V. Average net cost to attend public institution.
Benchmark: 4-year institutions - 90% or less of peers[4] (using IPEDS calculation)

VI. Expense per student FTE
Benchmark: $20,000[4] or less

VII. Number of degrees produced
Benchmark: 15,000[3] or more

GOAL 4: WORKFORCE READINESS (opportunity) – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

I. Percentage of students participating in internships.
Benchmark: 10%[4] or more

II. Percentage of undergraduate students participating in undergraduate research.
Benchmark: Varies by institution[4]

III. Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).
Benchmark:

IV. Increase in postsecondary programs tied to workforce needs per year.
Benchmark: 10[9] or more

Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

Performance Measures:

I. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.
Benchmark: 8[10] graduates at any one time

II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.
Benchmark: 60%[11] or more

III. Percentage of Family Medicine Residency graduates practicing in Idaho.
Benchmark: 60%[11] or more

IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho.
Benchmark: 50%[11] or more

V. Medical related postsecondary programs (other than nursing).
Benchmark: 100[9] or more

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

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[1] Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).
[2] Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).
[3] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.
[4] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

[6] Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.
[7] Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.
[8] Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.
[9] New measure.
[10] Benchmark is set based on projected and currently available state resources.
[11] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

ATTACHMENT 2

Strategic Planning Requirements

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the strategic plans for the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. This requirement also applies to the states K-20 Education Strategic Plan developed by the Board. These plans must encompass at a minimum the current year and four years going forward. The separate area specific strategic plans are not required to be reviewed and updated annually; however, they are required to meet the same formatting and component requirements. The Board planning calendar schedules the K-20 Education Strategic Plan to come forward to the Bard at the December Board meeting and again for final review, if necessary, at the February Board meeting. The institution and agency strategic plans come forward annually at the April and June Board meetings, allowing for them to be updated based on amendments to the K-20 Education Strategic Plan or Board direction. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that all required plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board; the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in Sections 67-1901 through 67-1903, Idaho Code. The Board policy includes two additional provisions. The plans must include a mission and vision statement, where the statutory requirements allow for a mission or vision statement and in the case of the institutions, the definition of mission statement includes the institutions core themes.

Pursuant to State Code and Board Policy, each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

    i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

iii. Each objective must include at a minimum one performance measure with a benchmark.

3. Performance measures must be quantifiable indicators of progress.

4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.

5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

7. Institutions and agencies may include strategies at their discretion.

In addition to the required compenents and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format.

University of Idaho
Strategic Plan and Process

2022 - 2026

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted March 2021 for 2022 - 2026

MISSION STATEMENT

The University of Idaho will shape the future through innovative thinking, community engagement and transformative education.

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity, we will enhance the scientific, economic, social, legal and cultural assets of our state and develop solutions for complex problems facing our society. We will continue to deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, we will ensure that our outreach activities serve the state and strengthen our teaching, scholarly and creative capacities statewide.

Our educational offerings will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.

VISION STATEMENT

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

GOAL 1: Innovate
Scholarly and creative work with impact

Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.[1]

Objective A: *Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.*

Performance Measures:

*I. **Research Expenditures ($ thousand~~million~~)***

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
102,000	109,000	111,590	*113,107*	**115**[2]

Objective B: *Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.*

Performance Measures:

*I. **Terminal degrees in given field (PhD, MFA, etc.)***

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
236	231	251	*242*	**325**[2]

II. Number of Postdocs, and Non-faculty Research Staff with Doctorates

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
102	92	83	*103*	**80**[2]

III. Number of undergraduate and graduate students paid from sponsored projects (System wide metric)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
598 (UG) & 597(GR) 1,195 Total	765 (UG) & 500(GR) 1,265 Total	660 (UG) & 467 (GR) 1,127 Total	*657 (UG) &* *418 (GR)* *1,075 Total*	**622 (UG) &** **621 (GR)** **1,268 Total**[2]

IV. Percentage of students involved in undergraduate research (System wide metric)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
65*%*	61%	58%	*60%*	**71%**[2]

Objective C: *Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.*

Performance Measures

I. Invention Disclosures

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
21	24	26	*35*	**30**[2]

GOAL 2: Engage
Outreach that inspires innovation and culture

Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Objective A: *Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.*

Performance Measures:

I. Go-On Impact[3]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
35%	40.6%	41.4%	*41.4%*	**45%**[4]

Objective B: *Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.*

Performance Measures:

I. Percentage Faculty Collaboration with Communities (HERI)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
57	57	57	*57*	**654**[4]

II. Economic Impact ($ Billion)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
1.1	1.1	1.1	*1.1*	**1.32**[4]

Objective C: *Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.*

Performance Measures:

I. Number of Direct UI Extension Contacts

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
360,258	405,739	425,128	*440,793*	**370,000**[4]

II. NSSE Mean Service Learning, Field Placement or Study Abroad

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
52%	52%	52%	*53%*	**60%**[4]

III. Alumni Participation Rate[5]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
10%	10.3*%*	9.4%	*8.0%*	**11%**[4]

IV. Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
10,170 / 2,251	12,004 /2,755	11,606 /2,450	*11,504 / 2,371*	**6,700/ 1,250**[4]

GOAL 3: Transform
Educational experiences that improve lives

Increase our educational impact.

Objective A: *Provide greater access to educational opportunities to meet the evolving needs of society.*

Performance Measures:

I. Enrollment

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
11,780	12,072	11,841	*11,926*	**132,0500**[2]

Objective B: *Foster educational excellence via curricular innovation and evolution.*

Performance Measures:

I. Retention – New Students (System wide metric)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
77.4%	81.6%	80.8%	*77.3%*	**843%**[6]

II. Retention – Transfer Students (System wide metric)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
83.4%	82.4%	81.3%	*82.6%*	**798%**[4]

III. Graduates (All Degrees: IPEDS)[7], b)Undergraduate Degree (PMR), 6) Graduate / Prof Degree (PMR), d) % of enrolled UG that graduate (System wide metric), e) % of enrolled Grad students that graduate (System wide metric)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
2,668	2,487	2,561	*2,646*	**32,00950**[2]
1,651	1,570	1,639	*1,675*	**1,8050**[2]
584/122	543/143	538/134	*592/132*	**8075**~~**0**~~**/1530**[4]
20%	Retired by SBOE	Retired by SBOE	*Retired by SBOE*	**20%**[4]
30%	Retired by SBOE	Retired by SBOE	*Retired by SBOE*	**3145%**[4]

IV. NSSE High Impact Practices

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
67%	73%	73%	*77%*	**750%**[4]

V. Remediation ~~(System wide metric)~~ a) Number, b) % of annual first time freshman from Idaho who need remediation in English/Reading

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
148/1,164	203/1,082	203/970	*220/1,005*	**142/ 124%**[4]

13%	19%	21%	*22%*	

VI. Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major) Statewide Performance Measure

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
Bachelors: 1,852	Bachelors: 1,798	Bachelors: 1,848	*Bachelors: 1,881*	2,000[4]

VII. Percentage of UG degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment Statewide Performance Measure

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
Math 50.2% ENGL 77.6%	Math 50.1% ENGL 79.4%	Math 51.9% ENGL 74.9%	*Math 50.0%* *ENGL 73.4%*	**Math 56%[4]** **ENGL 77%[4]**

VIII. Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.* Statewide Performance Measure

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
57.6%	56.6%	59.0%	*59.1%*	**74%[4]**

** Course meeting the Math general education requirement.*

IX. Percentage of students completing 30 or more credits per academic year. Statewide Performance Measure

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
7,400 3,174 42.9%	7,284 3,089 42.4%	7,022 3,068 43.7%	*6,641* *2,787* *42%*	**40%[4]**

X. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time. Statewide Performance Measure

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
35.4% Cohort 2013-14	37.1% Cohort 2014-15	38.2% Cohort 2015-16	*40.7%* *Cohort 2016-17*	**34%[4]**

XI. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS). Statewide Performance Measure

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
54.9% Cohort 2011-12	59.3% Cohort 2012-13	56.1% Cohort 2013-14	*59.5%* *Cohort 2014-15*	**~~60~~58%[4]**

XII. Number of UG programs offering structured schedules.* Statewide Performance Measure

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**

160/160	Retired by SBOE	Retired by SBOE	*Retired by SBOE*	**155/155[4]**

**The definition of this metric was unclear, but all programs have an approved plan of study.*

XIII. Number of UG unduplicated degree/certificate graduates. Statewide Performance Measure

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020~~17~~)	**Benchmark**
Bachelors: 1,651	Bachelors: 1,570	Bachelors: 1,639	*Bachelors: 1,675*	**2000[4]**

Objective C: *Create an inclusive learning environment that encourages students to take an active role in their student experience.*

Performance Measures:

I. Equity Metric: First term GPA & Credits (% equivalent)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
87.5%/75%	75%/75%	62.5%/50%	*62.5%/62.5%*	**90~~85~~%/90~~85~~%[4]**

GOAL 4: Cultivate
A valued and diverse community

Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

Objective A: *Build an inclusive, diverse community that welcomes multicultural and international perspectives.*

Performance Measures:

I. Multicultural Student Enrollment (heads)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
2,678	2,799	2,764	*2,613*	**3,~~1~~305[8]**

II. International Student Enrollment (heads)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
664	717	755	*662*	**1,10~~95~~0[4]**

III. Percentage Multicultural a) Faculty and b) Staff

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
19% / 13%	22.1% / 12.5%	20.6% / 12.1%	*21.3% / 13.2%*	**2~~1~~1% / 1~~5~~4%[4]**

Objective B: *Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.*

Performance Measures:

I. Chronicle Survey Score: Job Satisfaction

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
Survey average in the 3rd group of of 5	Survey average in the 3rd group of 5	Survey average in the 2nd group of 5	*Survey average in the 2nd group of 5*	**Survey average in the 4~~3~~th~~rd~~ group of 5**[9]

II. Full-time Staff Turnover Rate

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
15.70%	17.0%	15.8%	*23.5%*	**15~~6~~%**[10]

Objective C: *Improve efficiency, transparency and communication.*

Performance Measures:

I. Cost per credit hour (System wide metric)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
$355	$383	$412	*$423*	**$377~~66~~**[11]

II. Efficiency (graduates per $100K) (System wide metric)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
1.10	0.97	0.96	*0.97*	**1.37~~2~~**[4]

Key External Factors

Factors beyond our control that affect achievement of goals

- *The general economy, tax funding and allocations to higher education.*
- *The overall number of students graduating from high school in Idaho and the region.*
- *Federal guidelines for eligibility for financial aid.*
- *Increased administrative burden increasing the cost of delivery of education, outreach and research activities.*

Evaluation Process

A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

The metrics will be reviewed annually to evaluate their continued appropriateness in assessing the various goals and processes. As the feedback from the annual review process is reviewed the effectiveness of the processes will be refined. These feedback cycles are in place for Strategic Plan Metrics, Program

Prioritization Metrics, External Program Review Process as well as a continued examination of various elements of community need as well.

[1] Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (http://carnegieclassifications.iu.edu/).
[2] This was established as a means to achieve our end goal for enrollment and R1 status by 2025.
[3] Measured via survey of newly enrolled students, For students who answered "Yes or No", "Somewhat No" or "Definitely no" to "In your high school junior year, were you already planning to attend college (UI or other)?" the percent that responded "Yes or No", "Somewhat Yes" or "Definitely Yes" to "Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?"
[4] Internally set standard to assure program quality.
[5] Given data availability and importance for national rankings, percent of alumni giving is used for this measure.
[6] Based on a review of our SBOE peer institutions
[7] The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.
[8] Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.
[9] Based on our desire is to reach the "Good" range (65%-74%), as established by the survey publisher.
[10] Based on HR's examination of turnover rates of institutions nationally.
[11] Established by SBOE.

Appendix 1

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
Institution/Agency Goals and Objectives				
GOAL 1: Innovate ***Scholarly and creative work with impact*** ***Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world***				
Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.		✓	✓	
Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.	✓		✓	
Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.			✓	
GOAL 2: Engage ***Outreach that inspires innovation and culture*** ***Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.***				
Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture .		✓	✓	
Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.		✓	✓	

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.	✓	✓		
GOAL 3: Transform Educational experiences that improve lives *Increase our educational impact.*				
Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.		✓		
Objective B: Foster educational excellence via curricular innovation and evolution.		✓	✓	
Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.		✓		
GOAL 4: Cultivate A valued and diverse community *Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.*				
Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.		✓	✓	
Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.		✓	✓	
Objective C: Improve efficiency, transparency and communication.	✓			

Appendix 2

Metric and Data Definitions

Guiding principle for metric selection and use.

The core guiding principle used in selecting, defining and tracking the metrics used in the strategic plan is to focus on measures key to university success while remaining as consistent with the metrics used when reporting to state, federal, institutional accreditation other key external entities. The desire is to report data efficiently and consistently across the various groups by careful consideration of the alignment of metrics for all these groups where possible. The order of priority for selecting the metrics used in the strategic plan is a) to use data based in the state reporting systems where possible, and b) then move to data based in federal and/or key national reporting bodies. Only then is the construction of unique institution metrics undertaken.

Metrics for Goal 1 (Innovate):

1.) **Terminal Degrees** in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.
2.) **Postdocs, and Non-faculty Research Staff with Doctorates** as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/statistics/srvygradpostdoc/#qs).
3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (http://www.nsf.gov/statistics/srvyherd/).
4.) **Invention Disclosures** as reported annually in the Association of University Technology Mangers Licensing Activity Survey (http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/).
5.) **Number of undergraduate and graduate students paid from sponsored projects:** This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.
6.) **Percent of students engaged in undergraduate research:** This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Goal 2 (Engage):

1.) **Impact (UI Enrollment that increases the Go-On rate)**: The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

2.) **Extension Contacts**: Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
3.) **Collaboration with Communities**: HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
4.) **NSSE Mean Service Learning, Field Placement or Study Abroad:** This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
5.) **Alumni Participation Rate**: This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (https://www.case.org/resources/voluntary-support-education-survey). It is updated annually.
6.) **Economic Impact:** This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and the data will be updated as it becomes available.
7.) **Dual Credit:** These data are pulled from the PMR which is developed for the SBOE annually.

Metrics for Goal 3 (Transform):

1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., https://researchrundowns.wordpress.com/quantitative-methods/effect-size/).
3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.
4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.

5.) **Degrees by level:** Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.
6.) **NSSE High Impact Practices:** This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
7.) **Remediation:** This metric comes from the PMR of the SBOE. It is updated annually.

Metrics for Goal 4 (Cultivate):

1.) **Chronicle Survey Score (Survey Average):** This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here https://greatcollegesprogram.com/participation-reports.
2.) **Multicultural Student Enrollment**: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
3.) **International Student Enrollment**: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
4.) **Full-time Staff Turnover Rate** is obtained from UI Human Resources on an annual basis.
5.) **Percentage of Multicultural Faculty and Staff** is the percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
6.) **Cost per credit hour:** This metric is from the PMR for the SBOE and is update annually.
7.) **Efficiency:** This metric is from the PMR for the SBOE and is update annually.

BOISE STATE UNIVERSITY

FY2022 THROUGH FY2026

MISSION STATEMENT
VISION
STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN
KEY EXTERNAL FACTORS

Blueprint for Success
2022 - 2026

Boise State University
Strategic Plan

Mission
Boise State University provides an innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world.

Vision
To be a premier student-success driven research university innovating for statewide and global impact.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: Improve Educational Access and Student Success
Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

Objective A: Create and enact a comprehensive, strategic enrollment and student success plan, including components related to supporting the whole student, recruitment, retention, graduation, and addressing equity gaps.

Performance Measures:

Unduplicated number of graduates (distinct by award level)[1]	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>Undergraduate Certificate	200	248	360	411		425	600
>Associate	114	118	131	109		150	150
>Baccalaureate	3,141	3,196	3,289	3,525		3,702	4,481
>(SBOE target for bacc graduates[2])	(2,986)	(3,130)	(3,273)	(3,500)	Available Sept. 2021	N/A	N/A
>Graduate Certificate	212	241	219	184		250	350
>Master's	776	917	862	954		1,000	1,250
>Education Specialist	15	16	19	24		25	30
>Doctoral	36	32	45	53		58	75
Total Distinct Graduates	4,173	4,393	4,455	4,760		5,600	6,900

[1] SBOE required metric: timely degree completion. Distinct graduates by award level per year (summer, fall, and spring terms). 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.

[2] Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

First year retention rate[3]	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Benchmark		
						F2021 cohort	F2023 cohort	F2025 cohort
>Percent of first-time, full-time freshmen retained	79.8%	79.5%	79.5%	77.8%		80.0%	82.0%	84.0%
-Resident, Pell-Eligible only	72.6%	70.8%	72.0%	70.6%		73.0%	75.0%	77.0%
-Resident, Not Pell-Eligible only	76.6%	75.4%	76.4%	75.1%	Available	77.0%	79.0%	81.0%
-Non-Resident, Pell-Eligible only	75.6%	77.3%	76.7%	75.6%	Oct. 2021	78.0%	80.0%	82.0%
-Non-Resident, Not Pell-Eligible only	87.8%	88.2%	86.5%	83.7%		88.0%	90.0%	91.0%
>Percent full-time transfers retained or graduated	73.8%	76.6%	74.7%	78.4%		79.0%	81.0%	83.0%

4-year graduation rate[4]	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Benchmark	
						Fall 2018 cohort	Fall 2022 cohort
> % of first-time, full-time freshmen who graduated	25.6%	28.7%	30.6%	38.1%		40.0%	45.0%
-Resident, Pell-Eligible only	12.2%	15.3%	18.2%	20.6%		25.0%	33.0%
-Resident, Not Pell-Eligible only	22.9%	24.5%	25.0%	30.7%	Available Sept. 2021	32.0%	38.0%
-Non-Resident, Pell-Eligible only	31.4%	34.0%	35.5%	38.4%		40.0%	48.0%
-Non-Resident, Not Pell-Eligible only	42.9%	46.2%	47.8%	55.9%		56.0%	60.0%
>% of full-time transfers who graduated	47.5%	49.9%	50.5%	54.2%		55.0%	58.0%

6-year graduation rate[5]	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Benchmark	
						Fall 2016 cohort	Fall 2020 cohort
> % of first-time, full-time freshmen who graduated	43.4%	45.8%	50.3%	54.1%		56.0%	60.0%
-Resident, Pell-Eligible only	30.4%	34.3%	38.0%	42.3%		44.0%	50.0%
-Resident, Not Pell-Eligible only	43.5%	41.5%	47.9%	50.7%	Available Sept. 2021	52.0%	57.5%
-Non-Resident, Pell-Eligible only	44.4%	54.7%	52.5%	56.5%		58.0%	63.0%
-Non-Resident, Not Pell-Eligible only	60.7%	64.1%	67.1%	71.6%		73.0%	78.0%
>% of full-time transfers who graduated	58.3%	57.4%	58.5%	56.9%		59.0%	62.0%

[3] SBOE required metric: Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated. Northwest Commission on Colleges and Universities (NWCCU) 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

[4] SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

[5] SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

Gateway math success of new degree-seeking freshmen[6]	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Benchmark	
						Fall 2020 cohort	Fall 2024 cohort
>% completed within two years	77.1%	79.8%	82.1%	83.4%	Available Sept. 2021	85.0%	88.0%

Progress indicated by credits per year[7]	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>% of undergraduate degree seeking students with 30 or more credits per year	23.9%	23.9%	26.5%	28.7%	Available July 2021	30.0%	32.0%

Success in credit-bearing course (gateway) after remedial course[8]	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>English	85.2%	88.5 %	88.5%	87.1%	Available July 2021	90.0%	95.0%
>Mathematics	58.4%	57.4%	55.8%	56.7%		58.0%	60.0%

Degrees and Certificates Awarded[9]	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Undergraduate Certificate	226	248	360	411	Available Sept. 2021	425	600
>Associate	116	119	133	111		150	150
>Baccalaureate	3,317	3,373	3,472	3,680		3,924	4,750
>Graduate Certificate	220	248	221	189		250	350
>Master's	776	917	861	954		1,000	1,250
>Education Specialist	15	16	19	24		25	30
>Doctoral	36	32	45	53		58	75

[6] SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course or higher within two years (e.g., students who entered in fall 2017 and completed a gateway math or higher by the end of summer 2019 are reported for FY19).

[7] SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring terms). Based on end-of-term data. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used; spring term is used for those students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status or the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.

[8] SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed with a C- or above a subsequent credit-bearing gateway course (Math 123 or above, English 101P or above) within one year of taking the remedial course (e.g., students who took remedial course in fall 2018 and completed a subsequent course by the end of fall 2019). Math remediation defined as Math 025 and 108 and English remediation defined as English 101P. The data shown for FY20 reflects students who took remedial during FY19 and completed the subsequent credit-bearing course during FY20. Note: the methodology for this measure has been clarified and refined by OSBE and all years of data reported reflect the updated methodology.

[9] SBOE required metric: degree completion. Reflects the number of awards by level (first plus second major as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

True Blue Scholarship	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
Dollars awarded through need-based True Blue Promise Scholarship	$266,124	$393,714	$529,985	$637,185	$699,091	$1.2 M	$2.4M

NSSE[10] Indicators: For Freshmen Only (% of peer group rating)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
Academic Challenge >Higher-order learning >Reflective & integrative learning Learning with Peers >Collaborative learning >Discussions with diverse others	*NSSE survey every three years*	99%[11] ⇔ 103% ⇔ 107% ⇧ 101% ⇔	*NSSE survey every three years*	*NSSE survey every three years*	*NSSE Survey postponed until Spring 22*	 100% 105% 107% 103%	 105%[12] 105% 107% 105%

Objective B: Integrate career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes.

Performance Measures:

Students participating in courses with service-learning component	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,446	1,446	1,482	1,557	Available July 2021	1,600	1,800
% of baccalaureate students participating in service-learning course	46%	45%	46%	44%	Available July 2021	47%	50%

Students participating in internships	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>Number of students with internship credit	902	911	871	876	Available July 2021	1,000	1,200

NSSE % of senior participating in internships (and similar experiences), and in research	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>% of students participating in internships and other applied experiences >% of students participating in research w/faculty members	*NSSE survey every three years*	52.2% ⇧ 26.6% ⇧	*NSSE survey every three years*	*NSSE survey every three years*	*NSSE Survey postponed until Spring 22*	54.0% 28.0%	56.0% 30.0%

[10] "NSSE" refers to the National Survey of Student Engagement (http://nsse.indiana.edu/), which is used by Boise State University every three years to gather information from freshmen 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.

[11] ⇔Indicates that Boise State is statistically the same as peers; ⇧ & ⇩ indicate statistically higher and lower than peers, respectively.

[12] A percentage of 105% indicates that Boise State would score 5% better than peers.

Post-graduation outcomes[13]	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
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	Not available	76%	76%	84%	Available Feb. 2022	85%	88%
>Undergraduate degree completers		82%	85%	90%		92%	94%
>Graduate degree completers							
Percent of graduates whose full-time work is related to the degree received	Not available	81%	83%	78%	Available Feb. 2022	80%	84%
>Undergraduate degree completers		94%	95%	94%		95%	97%
>Graduate degree completers							
Percent of graduates whose full-time work is related to their career goals	Not available	85%	84%	83%	Available Feb. 2022	85%	87%
>Undergraduate degree completers		95%	97%	95%		96%	98%
>Graduate degree completers							

Objective C: Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education

Performance Measures:

Dual enrollment[14]	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>Number of credits produced	21,519	23,664	29,184	33,100	Available July 2021	34,000	37,500
>Number of students served	4,857	5,408	6,570	7,062		7,500	9,000

Enrolled Idaho Students (Fall enrollment)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
Number of enrolled degree-seeking resident undergraduates	11,345	11,096	10,830	10,689	10,309	11,000	12,000
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	4,103	4,461	5,498	5,982	3,773	6,000	7,500
Total number of enrolled students (degree-seeking and non-degree seeking)	15,448	15,557	16,328	16,671	14,082[15]	17,500	19,500
Number of new First-time degree-seeking students who are Idaho residents	1,504	1,539	1,596	1,630	1,441	1,700	2,000

[13] Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation. The overall response rate across the two surveys was 48% (+/-1.5% margin of error) in FY18; 36% (+/-2% margin of error) in FY19; and 27% (+/- 2.3% margin of error) in FY20. Note that only the Follow-up Survey was conducted with the 2019-20 graduates due to disruptions of the global pandemic in spring 2020.

[14] Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

[15] Decline in resident student enrollment in FY 2021 is mostly in non-degree seeking undergraduate student numbers (including the dual enrollment) and largely due to the impacts of the global pandemic.

Number of new Transfer degree-seeking students who are Idaho residents	1,002	998	933	901	894	1,000	1,100

Number of graduates with high impact on Idaho's college completion rate	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
Baccalaureate graduates from underrepresented groups							
>from rural areas[16]	483	500	532	463	Available Sept. 2021	550	750
>from ethnic minorities[17]	339	359	444	467		500	700
Baccalaureate graduates who are Idaho residents	2,268	2,263	2,200	2,208	Available Sept. 2021	2,500	3,000
Baccalaureate graduates of non-traditional age (30 and up)	867	847	845	847	Available Sept. 2021	1,000	1,250
Baccalaureate graduates who began as transfers from Idaho community college[18]	390	406	446	442	Available Sept. 2021	500	1,000

True Blue Scholarship	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
Dollars awarded through need-based True Blue Promise Scholarship	$266,124	$393,714	$529,985	$637,185	$699,091	$1.2M	$2.4M

Objective D: Cultivate a commitment to high quality, new and innovative learning experiences in all courses, curricula and co-curricula.

Performance Measures:

Sponsored Projects funding and awards for Instruction and Training	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>Total Funding	$5.7M	$6.2M	$3.2M	$6.1M	Available February 2022	$7M	$10M
>#of Awards	29	26	18	30		35	50

Enrollment in programs delivered online (Fall enrollment)[19]	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>Undergraduate	520	817	1,574	2,315	Available Oct. 2021	3,000	5,000
>Graduate	924	1,087	1,198	1,418		1,750	2,500
>Total	1,444	1,904	2,772	3,733		4,750	7,500

[16] 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.

[17] Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

[18] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

[19] Indicates the number of officially enrolled students in a major or certificate that is delivered online.

NSSE Indicators: For Freshmen Only (% of peer group rating)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2021	Benchmark FY 2025
Academic Challenge	*NSSE survey every three years*		*NSSE survey every three years*	*NSSE survey every three years*	*NSSE Survey postponed until Spring 22*		
>Higher-order learning		99% ⇔				100%	105%
>Reflective & integrative learning		103% ⇔				105%	105%
Learning with Peers							
>Collaborative learning		107% ⇧				107%	107%
>Discussions with diverse others		101% ⇔				103%	105%

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
Learning with Peers	*NSSE survey every three years*		*NSSE survey every three years*	*NSSE survey every three years*	*NSSE Survey postponed until Spring 22*		
>Collaborative learning		103% ⇔				105%	105%
>Discussions with diverse others		98% ⇔				100%	102%
Experiences with faculty							
>Student-faculty interaction		101% ⇔				103%	105%
>Effective teaching practices		99% ⇔				100%	102%

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[20] (VIPs)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>Number of students enrolled in VIP credit	81	51	183	221	Available	250	350
>Number of VIP teams	8	10	17	21	July 2021	25	35

Percent of research grant awards that are Interdisciplinary vs. single discipline[21]	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	15.1%	29.4%	17.6%	24.7%	Available July 2021	25.0%	30.0%

[20] 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.

[21] Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.

Objective B: Build scalable university structures and align philanthropic and strategic investments that support innovation.

Performance Measures:

Advancement funding	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>Total gift income (outright gifts and previous pledge payments)	$37.6M	$33.9M	$25.3M	$15.5M	Available January 2022	$20M	$40M
>Total Endowment Value	$105.4M	$114.8M	$122.1M	$121.2M		$130M	$150M

Objective C: Establish individual and collective opportunity and accountability for innovation.

Performance Measures:

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
> Inventions Disclosure	14	14	20	22	N/A	25	30
> Patents Issued	3	3	2	5		5	8
> Licenses / Options / Letters of Intent	28	24	25	19		30	40

Goal 3: Advance Research and Creative Activity

Advance the research and creative mission of the university community by fostering transformational practices, and supporting faculty, staff, and student excellence in these pursuits.

Objective A: Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.

Performance Measures:

Total Research & Development Expenditures	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
Expenditures as reported to the National Science Foundation	$34.9 M	$41.4M	$39.8M	Available Apr 2021	Available Apr 2022	$47M	$52M

% of Successful Award Proposals	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
># of Total Submitted Proposals	598	606	560	506	Available February 2022	600	800
>% Proposals Awarded	60.4%	60.7%	67.5%	81.2%		70.0%	80.0%

Publications of Boise State authors and citations of those publications over 5-year period	CY 2012-16	CY 2013-17	CY 2014-18	CY 2015-19	CY 2016-20	Benchmark	
						For CY 2017-21	For CY 2021-25
>Number of peer-reviewed publications by Boise State faculty, staff, students[22]	1,709	1,957	2,237	2,479	2,704	2,800	3,500
>Citations of peer-reviewed publications authored Boise State faculty, staff students[23]	12,684	8,147	10,167	14,711	17,550	20,000	25,000

Sponsored Projects funding: # of Awards by Purpose	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Research	230	239	235	255	Available February 2022	275	375
>Instruction/Training	29	26	18	30		35	50
>Other Sponsored Activities	102	103	125	126		135	175
>Total	361	368	378	411		445	600

Sponsored Projects funding: Dollars awarded by purpose	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Research	$30.0M	$36.8M	$31.6M	$38.5M	Available February 2022	$43M	$55M
>Instruction/Training	$5.7M	$6.2M	$3.2M	$6.1M		$7M	$10M
>Other Sponsored Activities	$14.3M	$12.9M	$18.7M	$13.7M		$15M	$20M
>Total	$50.1M	$56.0M	$53.5M	$58.2M		$65M	$85M

Objective B: Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

Performance Measures:

NSSE % of senior participating in research	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>% of students participating in research w/faculty members	*NSSE survey every three years*	26.6%⇧	*NSSE survey every three years*	*NSSE survey every three years*	*NSSE Survey postponed until Spring 22*	28.0%	30.0%

Number of doctoral graduates	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
Graduates with PhD, DNP, EdD	36	32	45	53	Available Sept. 2021	58	75

						Benchmark

[22] 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 especially by faculty in Arts and Humanities.

[23] 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.

Percent of research grant awards and awarded grant $$ that are Interdisciplinary vs. single discipline[24]	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2026
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	15.1%	29.4%	17.6%	24.7%	Available Sept. 2021	25.0%	30.0%
>$$ per grant award for interdisciplinary grants	$268,402	$455,849	$323,410	$293,228		$350,000	$400,000
>$$ per grant award for single-discipline grants	$141,742	$139,629	$126,726	$227,654		$250,000	$300,000

Carnegie Foundation Ranking[25]	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>Basic Classification	R3 (Research: Moderate)	R3 (Research: Moderate)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)

Objective C: Invest in a Grand Challenges initiative to propel a transdisciplinary model for research and creative activity.

Performance Measures:

Percent of research grant awards and awarded grant $$ that are Interdisciplinary vs. single discipline	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	15.1%	29.4%	17.6%	24.7%	Available Sept. 2021	25.0%	30.0%
>$$ per grant award for interdisciplinary grants	$268,402	$455,849	$323,410	$293,228		$350,000	$400,000
>$$ per grant award for single-discipline grants	$141,742	$139,629	$126,726	$227,654		$250,000	$300,000

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.

[24] Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.
[25] Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (as of 2018, Carnegie no longer has the R3 category, implementing a new Doctoral/Professional Universities category instead).

Performance Measures:

Human Resources Listening Tour and Climate Survey[26]	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
> Response to statement: "I can bring my whole authentic self to work" (% agree)	Not applicable		73%	*Survey conducted every 3 years*	Not available	80%	85%
> Response to statement: "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree)			75%			82%	85%
> Response to statement: "I would refer someone to work at Boise State" (% agree)			82%			85%	90%

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
Experiences with faculty	*NSSE survey every three years*	101% ⇔	*NSSE survey every three years*	*NSSE survey every three years*	*NSSE Survey postponed until Spring 22*	103%	105%
>Student-faculty interaction							
Campus Environment		101% ⇔				103%	105%
>Quality of interactions		90% ⇩				95%	100%
>Supportive environment							

NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>Quality of interaction with academic advisors	*NSSE survey every three years*	99.8% ⇔	*NSSE survey every three years*	*NSSE survey every three years*	*NSSE Survey postponed until Spring 22*	102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)		100.2% ⇔				102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)		103.4% ⇧				105%	105%

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:

Faculty and Staff Turnover	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2022	Benchmark FY 2026
>Classified	20.5%	20.2%	20.9%	19.7%	Available January 2022	17.5%	15%
>Professional	13.9%	14.7%	17.1%	15.3%		13.0%	10%
>Faculty	8.6%	6.5%	6.5%	5.4%		6.5%	6.5%

[26] Boise State Human Resources conducted a campus-wide Listening Tour Survey in 2019. A 7-point Likert-type scale was used to indicate agreement (strongly agree to strongly disagree). The percent agreement is based on those selecting strongly agree, agree, and somewhat agree.

Objective C: Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, and promotes consistency across individual campus units.

Performance Measures:

Expense per EWA-weighted Student Credit Hour (SCH)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
$ per Resident Undergraduate SCH[27] >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted	$313.64 $322.15	$313.35 $329.90	$309.21 $331.21	$327.61 $352.89	*Available Jan. 2022*	Very low increase (0.5 - 1%) increase in inflation adjusted $$	Very low increase (0.5 - 1%) increase in inflation adjusted $$
$ per Resident Undergraduate & Graduate SCH >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted	$281.69 $289.34	$279.53 $294.29	$275.25 $294.83	$287.91 $310.12	*Available Jan. 2022*	Very low increase (0.5 - 1%) increase in inflation adjusted $$	Very low increase (0.5 - 1%) increase in inflation adjusted $$
$ per Total Undergraduate SCH[28] >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted	$266.47 $273.70	$263.08 $276.98	$255.42 $273.59	$256.42 $276.21	*Available Jan. 2022*	Very low increase (0.5 - 1%) increase in inflation adjusted $$	Very low increase (0.5 - 1%) increase in inflation adjusted $$
$ per Total Undergraduate & Graduate SCH >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted	$247.63 $254.35	$244.00 $256.89	$237.14 $254.01	$238.14 $256.52	*Available Jan. 2022*	Very low increase (0.5 - 1%) increase in inflation adjusted $$	Very low increase (0.5 - 1%) increase in inflation adjusted $$

[27] 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. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

[28] 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 GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

Cost of Education[29] (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
>Boise State	$7,080	$7,326	$7,694	$8,068	$8,060	Remain less than the WICHE state average	
>WICHE average	$7,980	$8,407	$8,630	$8,934	$9,154		
>Boise State as % of WICHE	88.7%	87.1%	89.2%	90.3%	88.0%		

Graduates per FTE	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
Baccalaureate graduates per undergraduate FTE[30]	21.7	21.8	21.6	22.1	Available Sept. 2020	22.3	23.0
Baccalaureate graduates per junior/senior FTE[31]	41.1	41.2	41.2	42.5		43.0	44.5
Graduate degree graduates per graduate FTE[32]	43.1	46.8	42.7	45.3		46.0	48.0

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 2017	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark	
						FY 2022	FY 2026
"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."[33]	Not applicable			Program Participant	Program Participant	Reporter Award Recognition	Gold Award recognition

Goal 5: Trailblaze Programs and Partnerships

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, and service needs.

[29] WICHE average from Table 1a of annual Tuition and Fees report. We use the unweighted average without California. A typical report can be found at http://www.wiche.edu/pub/tf.

[30] 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.

[31] 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.

[32] 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.

[33] Additional information on the STARS program may be found at https://stars.aashe.org/about-stars/

Performance Measures:

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	**FY 2017**	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**Benchmark**	
						FY 2022	**FY 2026**
"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. "[34]			Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015.			Renewal of Community Engagement Classification in 2025	

Objective B: Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

Performance Measures:

Number of graduates with high impact on Idaho's college completion rate	**FY 2017**	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**Benchmark**	
						FY 2022	**FY 2026**
Baccalaureate graduates from underrepresented groups[35] >from rural counties	483	500	532	463	Available Sept. 2021	550	750
Baccalaureate graduates who began as transfers from Idaho community college[36]	390	406	446	442	Available Sept. 2021	500	1,000

Objective C: Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

Performance Measures:

Vertically Integrated Projects (VIPs)	**FY 2017**	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**Benchmark**	
						FY 2022	**FY 2026**
>Number of students enrolled in VIP credit	81	51	183	221	Available	250	350
>Number of VIP teams	8	10	17	21	July 2021	25	35

Key External Factors

A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

[34] Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc .

[35] 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.

[36] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

Global Pandemic. Boise State University, as all Idaho universities, had to plan and prepare for and operate under a global pandemic. This historic occasion created very large new expenses, and lost revenues in cancelled events and refunds (e.g. housing and dining). It also coincided with the expiration of the university's strategic plan, *Focus on Effectiveness 2012-2020,* and has provided an opportunity for Boise State to nimbly and successfully navigate challenges presented and reassess its position and trajectory as it plans for the next phase of its evolution as an asset to the state of Idaho

Budget cuts to higher education. Budget cuts and holdbacks to higher education in FY20 and FY21 will continue to negatively influence our ability to implement our new strategic plan. More significantly, lack of consistent funding for the Enrollment Workload Adjustment while the university experienced substantial enrollment growth has resulted in a 20% per-student EWA-weighted funding deficit relative to the average of the other three public four-year institutions.

Administrative oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased administrative and project costs due to multiple layers of oversight and review. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability.

Compliance. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.

Positive New External Factor: Increasing collaborations among universities and colleges, and with industry / community partners. Presidents of all universities and colleges have been committed to working together and expanding both collaborative academic and research programming across institutions. In addition, expanded efforts to collaborate with industry and community partners will increase applied research opportunities and allow for the development of programming with expected high community impact.

	Boise State University Strategic Goals				
	Goal 1: Innovation for institutional Impact	*Goal 2: Improve educational access and student success*	*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 SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.					
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.		✓		✓	
Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).		✓			✓
GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					
Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.	✓	✓			✓
Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).		✓			

***Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.*	✓	✓		✓	✓
GOAL 3: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.					
Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.	✓	✓	✓	✓	✓
Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.		✓	✓		

Doug Ooley, CISSP
Chief Information Security Officer/Director
IT Governance, Risk, Compliance and Cybersecurity
Office of Information Technology - Boise State University

February 2021 - NIST Cybersecurity Framework and Critical Security Controls 1-6 Adoption

When Executive Order 2017-02 was published as a State of Idaho directive the Office of Information Technology proceeded with incorporating the NIST Cybersecurity Framework into current IT Risk Management frameworks and evolved to implementing Critical Security Controls 1- 6 across the University's critical network infrastructure systems as practical.

Progress to Date:

- Continuing assessment of CSC 1-6 maturity as outlined by State ITS department.
- Continuing coordination and increased incident reporting to State ITS and Risk Management.
- NIST Cybersecurity Framework (CSF) continues as a component of Boise State's IT Risk Management framework. OIT contracts with a 3rd party Security Effectiveness vendor to provide real-time feedback on University systems CSF maturity. Average CSF maturity has been maintained at a B throughout the year.
- Remote Access policy has been updated to incorporate security controls outlined in CSC 1-6.
- Multi-Factor Authentication deployed for Faculty and Staff members.

Planned Activities thru FY2022:

- Higher Ed CIOs will maintain State Board awareness of CSC and NIST Cybersecurity Framework adoption.
- Assessment updates will be reported when practical and will continue to be used for monitoring overall program improvements and increasing maturity.
- Continued collaboration with Higher Education and State agencies to create a statewide purchasing plan to reduce costs and move toward 'Systemness'.
- Multi-Factor Authentication deployed for Students scheduled to be deployed.

Note: Adopting and implementing the Critical Security Controls 1-6 will be an ongoing process with the realization that it is not practical to achieve 100% compliance. To balance risk and investment Boise State will seek to achieve a reasonable low risk compliance level.

Idaho State University Strategic Plan: 2022-2026

Idaho State University
Strategic Plan
2022-2026

Mission

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Vision

ISU will be the university of choice for tomorrow's leaders, creatively connecting ideas, communities, and opportunities.

Goal 1: Grow Enrollment

Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.*

Performance Measures:

1. ***Increase new full-time, certificate and degree-seeking undergraduate student enrollment and new full and part-time graduate student enrollment for FYs 18-22 by 20% (450).***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
2,282	2,327	2,319	Not Avail	2,702

Benchmark: Increase by 20% by FY18-22 the number of new full-time degree-seeking undergraduate and the number of full and part-time graduate degree-seeking students from FY 17 (2,249) enrollment numbers. *new full-time certificate and undergraduate and new full and part-time graduate degree-seeking students

1.1 ***Increase full-time, degree-seeking undergraduate enrollment for FYs 18-22 by 18% (291).***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
1,658	1,671	1,589	Not Avail	~~1,905~~1,853

Benchmark: Increase new full-time undergraduate degree-seeking students by 18% from FY 17 (1,611) enrollment numbers.

1.2 ***Increase Graduate degree-seeking student enrollment for FYs 18-22 by 20% (128).***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
624	656	730	Not Avail	~~698~~750

Benchmark: Increase new degree-seeking graduate student enrollment by 4% per year from FY 17 (638) enrollment numbers.

Goal 2: Strengthen Retention

Objective: Improve undergraduate student retention rates by 5% by 2022.

Performance Measures:

2.1 ***Fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate FYs 18-22.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
63%	64%	64%	Not Avail.	74%

Benchmark Definition: A 5% increase in fall-to-fall full-time, first-time bachelor degree-seeking student retention rate beginning from AY 16 (69%) retention numbers (SBOE benchmark -- 80%).

SBOE Aligned Measures (Identified in blue):

1. Timely Degree Completion

1.1 Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY2025 Benchmark
25%	25%	26%	Not Avail.	50%

Benchmark Definition: Benchmark set by the SBOE.

1.2 Percent of first-time, full-time, freshmen graduating within 150% of time

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY2025 Benchmark
32%	34%	33%	Not Avail.	40%

Benchmark Definition: The SBOE set a benchmark of 50%, but this is an unrealistic goal for ISU. ISU identified the stretch goal as 40%.

1.3a Total number of certificates of at least one academic year

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY2025 Benchmark
276	272	228	Not Avail.	315

Benchmark Definition: ISU identified its benchmark at 315, a 10% increase over FY2018.

1.3b Total number of associate degrees

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY2025 Benchmark
472	428	420	Not Avail.	519

Benchmark Definition: ISU identified its benchmark at 519, a 10% increase over FY2018.

1.3c Total number of baccalaureate degrees

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY2025 Benchmark
1,166	1,233	1,155	Not Avail.	1,224

Benchmark Definition: ISU identified its benchmark at 1,116, a 5% increase over FY2018.

1.4a Total number unduplicated graduates (certificates of at least one academic year)

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY2025 Benchmark
255	263	220	Not Avail.	292

Benchmark Definition: ISU identified its benchmark at 292, a 10% increase over FY2018.

1.4b Total number unduplicated graduates (associate degrees)

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY2025 Benchmark
472	427	411	Not Avail.	519

Benchmark Definition: ISU identified its benchmark at 519, a 10% increase over FY2018.

1.4c Total number unduplicated graduates (baccalaureate degrees)

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY2025 Benchmark
1,131	1,174	1,104	Not Avail.	1,187

Benchmark Definition: ISU identified its benchmark at 1,187, a 5% increase over FY2018.

2. Reform Remediation -- Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit-bearing course (in the area identified as needing remediation) within a year with a "C" or higher

Subject	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY2025 Benchmark
Math	27%	30%	28%	Not Avail.	45%
English	92%	94%	92%	Not Avail.	~~45~~98%

3. Math Pathways -- Percent of new degree-seeking freshmen completing a gateway math course within two years

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY2025 Benchmark
42%	42%	37%	Not Avail.	46%

Benchmark Definition: ISU identified its benchmark at 46%, a 4% increase over FY 2018.

4. Guided Pathways -- Percent of first-time, full-time freshmen graduating within 100% of time

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY2025 Benchmark
16%	20%	19%	Not Avail.	20%

Benchmark Definition: ISU identified its benchmark at 20%, a 4% increase over FY 2018.

Goal 3: **Promote ISU's Identity**

Objective: **Over the next five years, promote ISU's unique identity by 12% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.**

Performance Measures:

3.1 ***Using a community survey, measure the increase by 12% in awareness of ISU's educational offerings and the opportunities it provides AYs 18-22.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
Not Avail.	33%	Not measured in 2020*	Not measured in 2021**	45%

Benchmark: Increase the familiarity of ISU's mission and community contributions by 12% using 2018 survey data. *The next time the survey will be given will be FY21. **Due to significant budget constraints, ISU did not have the funding to pay the contract to collect this data.

3.2 ***Promote the public's knowledge of ISU through owned and earned media FY 18-22.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
1.171b	779.2m	1,920b	Not Avail.	5,750b

Benchmark: The annual number of ISU owned and earned media metrics based on FY 16 data (10,236 billion (b)) (followers, engagements, circulation views, and news media coverage) was a spike because of national and international interest and stories. The 2022 benchmark of 5,750b was created by averaging FY17 and 18 figures to establish a baseline and based on a new marketing campaign that seeks to achieve a 20% increase.

Goal 4: Strengthen Communication, Transparency, and Inclusion

Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.

Performance Measures:

4.1 ***ISU achieves 60% of each of its strategic objectives at the end of the AY 2021 assessment period.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
Not Measured	40%	77%	Not Avail.	~~60~~80%

Benchmark Definition: The completion of ISU's strategic goals using the objectives' AY 2021 data as a benchmark.

4.2 ***Internal, formal communication events between the ISU's President and the University Community AYs 19-21.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
Not Measured	25	47	Not Avail.	~~18~~30

Benchmark: The number of internal communication events hosted by ISU leadership during an AY using AY19 data as a baseline divided by 25%. The first-year communication is expected to be higher than in subsequent years. COVID-19 saw a large increase in Presidential internal communications in the four-month period.

4.3 ***Measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 19-21***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
Not Avail.	44%	Not Measured in FY20*	62%	70%

Benchmark: Using data collected from the initial employee experience survey given in September 2018 (Q4: How would you rate overall internal communication at ISU?) to measure the perceived effectiveness (as rated by 4 or 5 stars (755 of 1691)) of the communication events (4.2) on improving communication and inclusion within the University AYs 19-21. *The next time the survey will be given will be Fall FY21.

Goal 5: Enhance Community Partnerships

Objective: By 2022, ISU will establish 100 new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.

Performance Measures:

5.1 ***The number of activities that result in newly established, mutually beneficial ISU faculty, staff, and student/ community relationships that resolve issues within ISU's service regions and statewide program responsibilities AYs 18-22.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
1,222 (baseline)	1,449	1,564	Not Avail.	~~1,322~~1,600

Benchmark: The number of new activities that ISU employees and students participate in that produce an increase in new relationships over a five-year period FYs 18-22. The number is a cumulative total beginning with the baseline.

5.2 ***The number of new communities ISU provides services to within its service regions and statewide program responsibilities AYs 18-22.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
237 (baseline)	*249	Not Measured in FY20*	Not Avail.	256

Benchmark: Based on input from ISU's Deans and the Vice President of the Kasiska Division of Health Sciences; provide 19 new communities with services within its service regions and statewide program responsibilities from AYs 18-22. *FY 2019 is estimated based on the baseline. Not measured in FY20 due to COVID-19 pandemic.

5.3 ***The number of new ISU/community partnerships resulting in internships and clinical opportunities for ISU students.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
433	327	337	Not Avail.	1,131

Benchmark: Increase the number of new community partnerships that result in internships and clinical positions by a cumulative total of 1,131 over a five-year period (FYs 18-22) using FY17's numbers.

Key External Factors

COVID-19

From March 2020 to the present, COVID-19 has directly affected operations, enrollment, and student learning throughout the University. Idaho State University has taken every conceivable precaution to reduce the exposure of its students, faculty, staff and the community to COVID-19. Following the CDC guidelines, ISU transitioned to distance learning classrooms in a two-week period, resumed hyflex classes in the fall, and still achieved its mission.

Funding

Many of Idaho State University's strategic goals and objectives assume ongoing and sometimes substantive, additional levels of State legislative appropriations. As a result of the COVID-19 pandemic, ISU's budget was significantly reduced in FY20 and 21 and as a result ISU will be unable to sufficiently fund action plans to move the needle on some strategic objectives and goals.

Legislation/Rules

Beyond funding considerations, many institutional and State Board of Education (SBOE) policies are embedded in state statute and are not under institutional control. Changes to the statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The required reallocation of staff resources and time and effort to comply with directives related to the creation of the Complete College America/Idaho; the 60% Goal; and the additional financial and institutional research reporting requirements.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, in 2020 fully revised its standards and associated 7-year review cycle. ISU will undergo its Year 7 accreditation evaluation in FY22. Similarly, our professional programs' specialized accrediting bodies periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The health professions' programs rely on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs depends on maintaining the student to faculty ratios mandated by the specialized accrediting bodies and the availability of a sufficient number of appropriate clerkship sites for our students.

Federal Government

The federal government provides a great deal of educational and extramural research funding for ISU and the SBOE. Funding is often tied to specific federal programs and objectives, therefore it can greatly influence both education policy, and extramurally funded research

agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of the funding students have available for higher education, in general, the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A significant proportion of our students must work and therefore are less able to complete their education in a timely manner.

Achieving State Board of Education Goals

Achieving State Board of Education goals is a priority for ISU. Still, the University's leadership believes one of the Board's goals remains beyond ISU's reach within this five-year planning cycle. While the long-term objective for ISU is to achieve an 80% fall-to-fall retention rate of first-time, full-time bachelor degree-seeking students, this rate is a significant stretch in this five-year period. The expansion of competitive graduate programs at the Meridian Health Sciences Center, ISU-Twin Falls Center, and Idaho Falls Polytechnic Center can help produce positive impacts; ISU's current retention rate dropped in 2020 to 63%. ISU's five-year goal remains 74%, even though it may be challenging to achieve. The University continues to focus on attaining the SBOE's goal throughout this and the next planning cycle. The reasons why a 74% retention rate is more realistic for the five-year plan are the following:

- Assessments of first-generation, low-income ISU students indicate that for those who choose to leave the University, the number-one reason is inadequate funding. Students report that paying bills often becomes a priority over attending class or studying. This systemic lack of resources in our region is not easily rectified but is something that we continually work toward developing solutions. Many first-year students at ISU, particularly those from rural, economically unstable communities, lack the required math, laboratory science, and writing skills to meet the rigors of college coursework, placing them at an immediate disadvantage. This academic disadvantage leads to lower retention. ISU focuses on these areas of concern and is working to create opportunities to address them like, expanding the College of Technology programs, scholarship programs, and a new, more effective placement testing method.

    - New student retention efforts at ISU are being implemented; for example, a new academic advising program will take time to impact the overall retention rate.
    - Momentum Pathways, and its subordinate programs, is a SBOE directed set of programs that is currently underway. Many of the initiatives within Pathways are being implemented, but the SBOE's emphasis is focusing on implementation timelines. Additional required programs include increasing the go-on rate for high school students, increasing return-to-college and completion for adults, and closing gaps for under-represented graduates.

- ISU has high enrollment rates of first-generation, low-income students. These students have inadequate resources and limited support for navigating the complicated processes within a university. These students are therefore transient in nature, moving in and out of college, and are less likely to be retained from one year to the next.
    - The Bengal Bridge initiative continues to expand each summer, so this program will also take time to impact the overall retention rate.

Evaluation Process

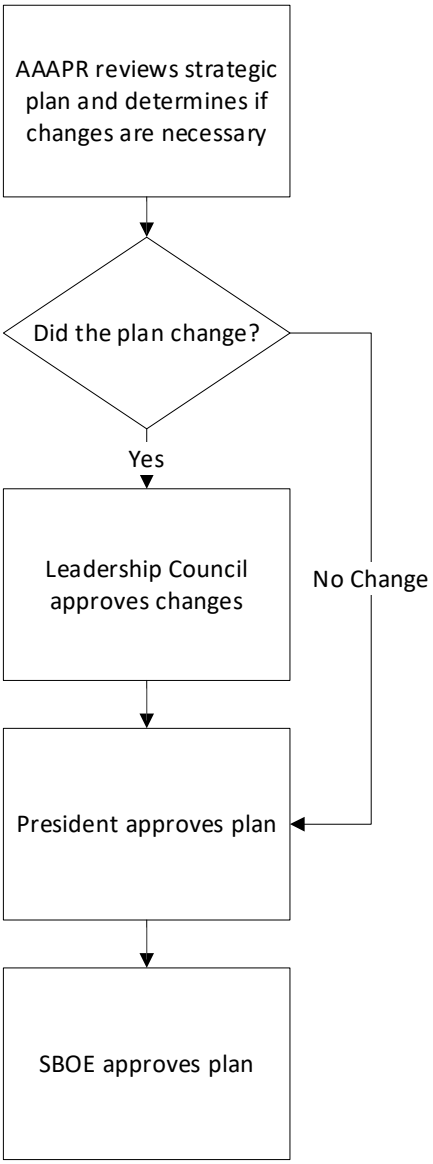
Idaho State University has established a mature process for evaluating and revising goals and objectives. ISU's academic and non-academic units track and evaluate the strategic plan's performance measures, and Institutional Research compiles the results

The Accreditation, Assessment, and Academic Program Review (AAAPR) Committee, a team of faculty and staff constituents meet quarterly to evaluate three factors affecting each objective's progress.

1. If the objective is falling short or exceeding expectations, the AAAPR re-examines the established benchmark to ensure it is realistic and achievable
2. Evaluate the objective's resourcing levels and its prioritization
3. Determine if the indicator(s) is adequately measuring the objective's desired outcome based on the SPC's original intent for that objective

Upon completion of its analysis, the AAAPR will forward its recommendations for consideration to the Leadership Council. The Leadership Council will review the AAAPR's report and can either request additional information from the AAAPR or make its recommendations to the President's Administrative Council for changes to the plan. Upon approval, the Institution will submit the updated plan to the State Board of Education for approval. The implementation of the changes will occur upon final approval.

Evaluation Process



Appendix 1

	State Board of Education Goals			
	Goal 1: EDUCATION SYSTEM ALIGNMENT	*Goal 2: EDUCATION READINESS*	*Goal 3: EDUCATIONAL ATTAINMENT*	*Goal 4: WORKFORCE READINESS*
Idaho State University				
GOAL 1: Grow Enrollment				
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.			✓	✓
GOAL 2: Strengthen Retention				
Objective: Improve undergraduate student retention rates by 5% by 2022.	✓	✓	✓	
GOAL 3: Promote ISU's Identity				
Objective: Over the next five years, promote ISU's unique identity by 12% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.	✓	✓	✓	✓
GOAL 4: Strengthen Communication, Transparency and Inclusion				
Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.	✓	✓	✓	
GOAL 5: Enhance Community Partnerships				
Objective: By 2022, ISU will establish 100) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.			✓	✓

Appendix 2

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University's cybersecurity compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations, and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
✓		

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		

Appendix 3

Red Tape Reduction Act

All education-related administrative rules are promulgated under the State Board of Education's authority through the Office of the State Board of Education. The State Board of Education's K-20 Education Strategic Plan incorporates this requirement for all agencies, institutions, and special/health programs under the Board's oversight and governance.

LEWIS CLARK
STATE COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2022-2026

April, 2021

Contents

.....1
Core Theme One: Opportunity 3
Core Theme Two: Success 3
Core Theme Three: Partnerships 3
VISION STATEMENT 3
Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming 4
Objective A: Optimize course and program delivery options 4
Objective B: Ensure high quality program outcomes 6
Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative 7
Goal 2: Optimize Student Enrollment, Retention and Completion 10
Objective A: Increase the college's degree-seeking student enrollment 10
Objective B: Increase credential output 14
Goal 3: Foster Inclusion throughout Campus and Community Culture 21
Objective A: Expand inclusive practices programming 21
Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives 23
Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure 23
Objective B: Bring all employee compensation up to policy/median benchmarks 25
Key External and Internal Factors 27
Evaluation Process 28
Red Tape Reduction Act 28
Addendum: Cyber Security National Institute of Standards and Technology (NIST) Cybersecurity Framework 28
Implementation of the Center for Internet Security (CIS) Controls 28
Implementation of the Employee Cybersecurity Training 30
Implementation of the Specialized Cybersecurity Training 31
Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives 33

MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity

Expand access to higher education and lifelong learning.

Core Theme Two: Success

Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

Core Theme Three: Partnerships

Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

VISION STATEMENT

Idaho's college of choice for an educational experience that changes lives and inspires a commitment to lifelong learning and civic engagement.

Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming

Objective A: Optimize course and program delivery options[1]

Performance Measure 1: Number of online and evening/weekend programs.

Definition: The number of degrees or certificates offered online or during evening or weekend hours.

Benchmark: Based upon current planning processes, LC State anticipates adding online degrees/certificates and evening & weekend programs of study within the next academic year (FY 21).

Course Delivery Methods	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)
Online[2]	New Measure		36	40	42		
Benchmark	No Prior Benchmarks			37	42	42	42
Achievement				MET			
Evening/ Weekend	New Measure		0	7[3]	7		
Benchmark	No Prior Benchmarks			2	6	7	7
Achievement				MET	MET		

Commented [GLA1]: Benchmark adjusted upwards in FY21 due to achievement of prior benchmark. New benchmark is to maintain performance.

[1] Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

[2] List of online programs available here: http://catalog.lcsc.edu/programs/#filter=.filter_42

[3] The following programs/credentials are offered during evenings &/or weekends: Web Design & Development (cert., AAS, BAS), Business Administration (BA/BS), & Interdisciplinary Studies (BA/BS). A portion of these programs is available through weekend and evening delivery and number of the courses are offered online.

Performance Measure 2: Proportion of courses in which course content is delivered online

Definition: The proportion of courses in which course content (e.g., syllabi & student grades) is delivered using an online learning management system (LMS).[4]

Benchmark: One hundred percent (100%) of courses have content available to students through the LMS.

Web Enhanced Courses	FY17	FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)
% Sections	New Measure		Inventory current courses content on LMS	69%[5]	79%		
Benchmark	No Prior Benchmarks				100%	100%	100%
Achievement					NOT MET		

[4] Metrics reported for each fiscal year are reported one year behind, such that the metric reported for FY21 is measuring delivery of course content from AY 2019-20.

[5] Seventy one percent (71%) of sections were reviewed. Metric shows the proportion of sections reviewed with course content posted on LMS.

Objective B: Ensure high quality program outcomes[6]

Performance Measure 1: Licensing & certification

Definition: The proportion of LC State test takers who pass, or their average test scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

Licensing/Cert. Exams			FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2022-23)
Professional Degrees	NCLEX Registered Nurse[7]	LC State	93%	99%	94%	95%	91%[8]	Exceed National Average
		Benchmark: Nat'l Ave.	85%	85%	86%	87%	Not yet available	
		Achievement	MET	MET	MET	MET		
	NCLEX Practical Nurse[7]	LC State	78%	100%	91%	100%	Not yet available	Exceed National Average
		Benchmark: Nat'l Ave. Error! Bookmark not defined.	87%	87%	85%	Not yet available		
		Achievement	NOT MET	MET	MET			
	ARRT Radiology	LC State	100%	95%	89%	76%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	89%	89%	89%	88%		
		Achievement	MET	MET	MET	NOT MET		
	PRAXIS Teacher Education	LC State[9]	168	168	170	175	Not Yet Available	Meet State Average Scores
		Benchmark: State Ave.	172	170	168	170		
		Achievement	NOT MET	NOT MET	MET	MET		
	ASWB Social Work	LC State	87%	78%	57%	Not Yet Available		Exceed National Average
		Benchmark: Nat'l Ave.	78%	69%	67%			
		Achievement	MET	MET	NOT MET			

[6] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

[7] Test results for first time test takers reported for April through March.

[8] Partial Year reported (April-Sept. 2020).

Licensing/Certification Exams			FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2022-23)
Workforce Training[10]	Pharmacy Technician	LC State	100%	--%[11]	--%[11]	--%[12]	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	58%	58%	57%			
		Achievement	MET	NOT MET	MET			
	Paramedic[13]	LC State	Cohorts complete every other year	89%	Cohorts complete every other year	--%[12]	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.		73%				
		Achievement		MET				
	Electrical Apprenticeship Idaho Journeyman	LC State	90%	100%	100%	91%	Not Yet Available	Exceed Statewide Average
		Benchmark: State Ave.	79%	77%	75%	77%		
		Achievement	MET	MET	MET	MET		

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative[14]

Connecting Learning to Life has been reenergized as a presidential priority focusing on bringing to life, across and throughout curricula and/or co-curricular engagement, LC's grounding mantra, "connecting learning to life"; and by doing so, make experiential and applied learning a signature hallmark of an LC

[9] Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

[10] Workforce Training at LC State also offers Certified Nursing Assistant (CNA) training requiring exit exam certification. However, a change in statewide contract with vendor does not stipulate that the vendor report the test results back to the institutions. CNA will be brought back as part of this performance measure if/when those records become available.

[11] To protect student privacy, statistics not reported when composed of less than five individual students aggregated.

[12] No students tested in 2019-20.

[13] Written exam results only.

[14] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

State education. 'Connecting' experiences fall under *applied learning*[15] or *experiential learning*[16]. Many students will complete applied or experiential learning within their chosen majors. Others may reach outside their major for hands-on, co-curricular experiences.

Performance Measure 1: Curricular programing of applied and experiential learning opportunities

Definition: Courses, programs of study, majors, minors and certificates that serve as avenues of applied or experiential learning opportunities.

Benchmark: All programs of study offer graduates opportunities for applied &/or experiential learning. Long-term goals include the development of signature certificates and new, interdisciplinary degree options through which "academic" and career-technical courses may be woven together.

Curricular Applied & Experiential Learning	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)
Apprenticeships	New Measure	Develop inventory of applied & experiential learning: Identify Courses & Programs of Study/Majors, Minors, Certificates. No gaps were identified: All programs of study included curricular applied and experiential learning.	Developed *Signature Certificates* that knit together academic and Career & Tech. Edu (CTE) coursework.	Marketed availability of *Signature Certificates*	Continue to market the availability of *Signature Certificates* Develop an additional *Signature Certificate*	100% of LC State graduates participate in applied &/or experiential learning via curricular **or** co-curricular experiences.
Directed Study						
Field Experiences						
'Hands-on' courses						
Internships, Practica & Clinicals						
Performance Arts						
Service Learning						
Undergraduate Research						

[15] Applied learning = hand's on application of theory.

[16] Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

Performance Measure 2: Co-Curricular programing of applied and experiential learning opportunities

Definition: Co-curriculum programming engaging students in applied &/or experiential learning outside of their chosen program's curriculum. Examples displayed in the table below.

Benchmark: 100% of LC State graduates participate in applied &/or experiential learning.

Co- Curricular Applied & Experiential Learning	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)
Intramural athletics **Intercollegiate athletics** **Club Sports** **Leadership in clubs or organizations** **Peer mentorship** **Reserve Officer Training Corps (ROTC)/Military Education** **Residence life leadership** **Student government** **LC Work Scholars** **Work study/experience including tutoring** **Study abroad**	New Measure	Develop inventory of co-curricular applied & experiential learning Reprioritize/ reorg. resources & staff to support co-curricular programming: Center of Student Leadership Student Employment & Career Center	Expanded peer mentor program. In fall 2019, 22 peer mentors assisted new entering students. This program will continue. Elements of co-curricular transcript & tracking software were launched with minor delay. Continue to expand functionality of software.	Co-curricular transcript, integrated with the Do More App, is functional. Will expand student clubs, organizations and in-person leadership development opportunities Career Readiness micro-credential will be unveiled in Spring 2021 semester.	Anticipate returning to a live career fair. Exploring the possibility of including programming for regional high school students.	100% of LC State graduates participate in applied &/or experiential learning via curricular **or** co-curricular experiences.

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment[17]

Performance Measure 1: Direct from high school enrollment

Definition: The FTE of degree-seeking, entering college students (measured at fall census) who graduated from high school the previous spring term.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct high school enrollment is articulated in the table below.

Direct from High School Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)
FTE	436	479	422	420	407		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			429	436	442	449
Achievement				NOT MET	NOT MET		

Performance Measure 2: Adult enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are above the age of 24.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to adult enrollment is articulated in the table below.

[17] Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

[18] More information on LC State's financial modeling of institutional viability and expansion can be found here: https://www.lcsc.edu/budget/budget-office-resources

Adult Learner (>24) Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)
FTE	773	709	631	608	618		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			641	651	661	671
Achievement				NOT MET	NOT MET		

Performance Measure 3: Online Headcount

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).[19]

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to online headcount is articulated in the table below[20].

Online Headcount	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)
HC	1,663	1,557	1,483	1,368	1,650[21]		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			1,507	1,531	1,555	1,578
Achievement				NOT MET	MET		

[19] Same definition as that used on the IPEDS Fall Enrollment Survey.

[20] This Benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

[21] Preliminary figure associated with the April 2021 IPEDS Fall Enrollment Survey deadline.

Performance Measures 4: Direct transfer enrollment

Definition: The FTE of degree-seeking, entering transfer students (measured at fall census) who attended another college the previous spring or summer terms.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct transfer enrollment is articulated in the table below.

Direct Transfer Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)
FTE	211	173	149	171	168		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			151	174	177	179
Achievement				MET	NOT MET		

Commented [GLA2]: Benchmark adjusted upwards in FY20 (using same rationale of 1.6 percent annual increase) due to achievement of prior benchmark.

Performance Measure 5: Nonresident enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are not residents of Idaho.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to nonresident enrollment is articulated in the table below.

Nonresident Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21	FY 23 (Fall '22)
Asotin Co. Resident FTE[22]	183	164	150	149	136		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			152	155	157	160
Achievement				NOT MET	NOT MET		
Nonresident FTE	395	359	329	319	326		
Benchmark:	New Measure – No Prior Benchmarks			334	339	344	350
Achievement				NOT MET	NOT MET		

[22] Asotin County residents pay a unique tuition & fee rate. More information about tuition & fees as they pertain to residency status available here: https://www.lcsc.edu/student-accounts/tuition-and-fees/tuition-and-fee-schedule-2020-2021

Objective B: Increase credential output[23]

Performance Measure 1: Certificates and degrees[24]

Definition: The ~~unduplicated~~ count of degrees/certificates awarded at each degree-level.[25]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[27], necessitating a one percent increase annually[28].

Certificates & Degrees	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2022-23)
Certificates	18	21	15	26		
Benchmark: Maintain	New Benchmark Methodology		21	21	28	~~25~~ 30
Achievement			NOT MET	MET		
Associates	414	425	347	365		
Benchmark: +1% annually	New Benchmark Methodology		430	436	442	455
Achievement			NOT MET	NOT MET		
Baccalaureates	528	587	626	505		
Benchmark: +1% annually	New Benchmark Methodology		594	646	666	705
Achievement			MET	NOT MET		

Commented [GLA3]: • Benchmark revised upwards in FY 20 to match SBOE K-20 Strategic Plan (presented Feb. 2020) = 25.
• Benchmark revised upwards again in FY21 due to early achievement of SBOE K-20 Strategic Plan benchmark. Institution now pursues a more aggressive benchmark.

Commented [GLA4]: SBOE K-20 Strategic Plan (presented Feb 2020) benchmark = 390. Institution maintains its more aggressive benchmark.

Commented [GLA5]: Benchmark revised in FY20 to match SBOE K-20 Strategic Plan (presented Feb 2020) = 705

[23] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

[24] State Board of Education postsecondary system wide measure.

[25] Consistent with IPEDS Completions Survey definitions.

[26] Goal 2, Objective A, Performance Measure I: "Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study".

[27] Analysis presented to the Board on Dec. 19th, 2018, and included in Board materials containing found here: https://boardofed.idaho.gov/meetings/board/archive/2018/1219-2018/02WORKSESSION.pdf?cache=1552074006132

[28] Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

Performance Measures 2: Graduates[29]

Definition: The unduplicated count of graduates by degree-level.[30]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[27], necessitating a one percent increase annually[28].

Graduates	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2022-23)
Certificates	14	20	15	25		
Benchmark: Maintain	New Benchmark Methodology		20	20	30	~~20~~ 30
Achievement			NOT MET	MET		
Associates	300	410	325	357		
Benchmark: +1% annually	New Benchmark Methodology		415	420	424	433
Achievement			NOT MET	NOT MET		
Baccalaureates	528	573	616	491		
Benchmark: +1% annually	New Benchmark Methodology		580	622	628	641
Achievement			MET	NOT MET		

Commented [GLA6]: Benchmark adjusted upwards in FY21 due to achievement of prior benchmark.

Commented [GLA7]: Benchmark adjusted upwards in FY20 (using same rationale of 1 percent annual increase, or 8 percent increase by 2025) due to achievement of prior benchmark.

[29] State Board of Education postsecondary system wide measure.

[30] Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

Performance Measures 3: Graduation Rate - 150% normative time to degree attainment[31]

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree[32].

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[277], necessitating a one percent increase annually[28].

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY17 (2011 Cohort)	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 23 (2017 Cohort)
Entered as Bacc.-Seeking	Bacc.	23%	33%	32%	31%		
	Benchmark: +1% annually	New Benchmark Methodology	24%	25%	33%	34%	36%
	Achievement	No Prior Benchmark	MET	MET	NOT MET		
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	28%	40%	38%	36%		
	Benchmark: +1% annually	New Benchmark Methodology	29%	30%	39%	40%	42%
	Achievement	No Prior Benchmark	MET	MET	NOT MET		

Commented [GLA8]: Benchmarks adjusted upwards in FY20 (using same rationale of 1 percent annual increase) due to achievement of prior benchmark.

[31] State Board of Education postsecondary system wide measure.

[32] One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

Performance Measure 4: Graduation Rate - 100% normative time to degree attainment[33]

Definition: The proportion of first-time, full-time entering baccalaureate-seeking students who achieved a baccalaureate, ~~or~~ associate, or certificate within 100% normative time to degree.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[266]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[277], necessitating a one percent increase annually[288].

First-Time Full-Time Cohort	Attainment w/in 100% Time	FY17 (2013 Cohort)	FY18 (2014 Cohort)	FY 19 (2015 Cohort)	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 23 (2019 Cohort)
Entered as Bacc.-Seeking	Bacc.[34]	16%	15%	21%	18%		
	Cert. & Assoc.	1%	1%	1%	3%		
Benchmark: +1% annually		New Benchmark Methodology	22%	23%	24%	25%	27%
Achievement			NOT MET	MET			

Commented [GLA9]: Table reformatted to separate out baccalaureate achievement versus certificate and associate achievement (an added row) for the cohort of full-time, first-time student who were initially seeking baccalaureates.

[33] State Board of Education postsecondary system wide measure.

[34] Consistent with IPEDS Graduation Rates Survey definitions.

Performances Measure 5: Retention rates

Definitions:

The retention or proportion of **first-time, full-time, baccalaureate-seeking students** who start college in summer or fall terms and re-enroll ~~(or graduate)~~ by the following fall term of the subsequent academic year.

The retention of the **entire degree-seeking student body**. The proportion of the total degree-seeking headcount of the prior academic year (summer, fall, spring) who graduated or returned to attend LC State by the following fall of the subsequent academic year.

Benchmarks derived from financial modeling of institutional viability and expansion[188]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student retention is articulated in the table below.

Retention	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
First-Time, Full-Time, Baccalaureate-Seeking, Students	57%	63%	60%	61%[21]		
Benchmark: +2% annually[35]	New Measurement		61%	63%	65%	67%
Achievement			NOT MET	NOT MET		
All Degree-Seeking Students	73%	75%	75%	76%		
Benchmark: +2% annually	New Measurement		77%	79%	81%	83%
Achievement			NOT MET	NOT MET		

[35] Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four year average of first-time, full-time, degree-seeking retention (59%).

Performance Measure 6: 30 to Finish[36]

Definition: Percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear and those students who started their enrollment during spring semester.

Benchmarks derived from financial modeling of institutional viability and expansion[188]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student credit load is articulated in the table below.

30+ credits per AY	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
%	25%	38%	31%	33%		
Benchmark[37]	New Benchmarking Method		30%	32%	34%	36%
Achievement			MET	MET		

Performance Measure 7: Remediation[38]

Definition: Percent of degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or better.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[266]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[277], necessitating a one percent increase annually[288].

Remediation	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
%	21%	39%	51%	59%		
Benchmark	New Benchmarking Method		20%	52%	60%	~~55~~62%
Achievement			MET	MET		

Commented [GLA10]: Benchmark adjusted upwards in FY20 (using same rationale of 1 percent annual increase) due to achievement of prior benchmark.

[36] State Board of Education postsecondary system wide measure.

[37] Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four-year average of the percent of degree-seeking students who completed 30+ credits per academic year (28%).

[38] State Board of Education postsecondary system wide measure.

Performance Measure 8: Math Pathways[38]

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course[39] within two years.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[266]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[277], necessitating a one percent increase annually[288].

Math Pathways	FY17 (Fall 2016-Su 2018)	FY18 (Fall 2017-Su 2019)	FY 19 (Fall 2018-Su 2020)	FY 20 (Fall 2019-Su 2021)	FY 21 (Fall 2020-Su 2022)	FY 23 (Fall 2022-Su 2024)
%	48%	53%	40%	44%		
Benchmark:	New Benchmarking Method		53%	54%	56%	58%
Achievement			NOT MET	NOT MET		

Performance Measure 9: Workforce training enrollment

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LC State.

Benchmarks set by Director of Workforce Training accounting for regional market demand and worker demographics.

Workforce Training Enrollments	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
Duplicated Headcount	3,345	3,563	3,699	2,893		
Benchmark:	New Benchmarking Method		3,600	3,650	3,700	3,800
Achievement			MET	NOT MET		

[39] Gateway math is defined institutionally as Math 123 and above.

Performance Measure 10: Workforce training completion

Definition: Completions of LC State's Workforce Training courses[40].

Benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
Duplicated Completions	3,113	3,420	3,468	2,756		
Benchmark: Maintain	93%	96%	94%	94%	94%	94%
Achievement			MET	MET		

Goal 3: Foster Inclusion throughout Campus and Community Culture

Objective A: Expand inclusive practices programming[41]

Performance Measure 1: Number of faculty and staff participating in inclusive practices programming annually.

Definition: Duplicated headcount of attendees at events designated as inclusive practices programming for faculty and staff. Examples of inclusive practices programming include many of those offered at LC State's Center for Teaching & Learning[42] and those coordinated by the President's Commission on College Diversity[43].

Benchmark: Steady increase in faculty & staff participation.

[40] Completions measured by course because most Workforce Training offerings are designed as singular courses.

[41] Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

[42] Center for Teaching & Learning, Inclusive Practice Certificate: https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism/projects

[43]More information on LC State's diversity statement can be found here: http://www.lcsc.edu/diversity/diversity-vision/. More information about events that promote college diversity can be found here: http://www.lcsc.edu/diversity/

Faculty Staff Participation		FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2021-22)
Center for Teaching & Learning	Inclusive Practices Certificate	New Measure	Inventory inclusive programing	24	Program modified: Faculty certificate graduates now lead, volunteer, for IDEA (inclusion, diversity, equity, and anti-racism) programming on campus[44]		Benchmark established once baseline inventory & tracking complete.
	Diversity Programming [45]	New Measure	Inventory inclusive programing	167[46]	223		
President's Diversity Commission	Events Programming	New Measure	Inventory of programing: • Multicultural Week • Idaho Human Rights Day • Native American Awareness Week • Veterans Day Luncheon & Recognition • 9-11 Moving Tribute • Constitution Day • Women's History Month	186	185[47]	Provide virtual programming and resources.	

[44] IDEA has a brand-new website with new guides and resources: https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism

[45] Measured on the calendar year.

[46] Diversity Programming at the Center for Teaching & Learning also included 14 workshops and five equity observations.

Performance Measure 2: Number of participants in community enrichment activities

Definition: Duplicated headcount of attendees at events ~~designated as community enrichment activities~~arts and cultural programming ~~. Examples of inclusive practices programming include many of those~~ offered ~~at~~ through LC State's Center for Arts & History[48].

Benchmark: Steady increase in community participation.

Community Participation	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
Duplicated Headcount	New Measure		Plan: inventory inclusive programs to include following year. Tracking to be implemented with programming.		Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced.	Benchmark established once baseline inventory and tracking complete.

Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives

Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure[49]

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns). Expand events revenue opportunities and outcomes. A careful consideration of campus areas and auxiliaries is taking place in an attempt to monetize them to a more cost-neutral status.

[47] Partial year reported: Native American Awareness Week and Women's History Month still underway at the time of reporting. Figure is approximate.

[48] Center for Arts & History: http://www.lcsc.edu/cah/

[49] Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

Revenue Projects		FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2021-22)
LC State Foundation	Employee Giving Campaign[50]	New Measure	39%	41%	35%		Impact Measured
	Benchmark: 5% annually	New Benchmarking Method				40%	45%
	Annual Day of Giving	New Measure /Event	Plan	Piloted	To take place May 2021		Impact Measured
	Foundation Fee			Implemented Jan. 1st, 2020			
Monetize Auxiliaries[51]		New Measure	Plan	Cost-neutral financial modeling: Fee-based units move toward increased self-sustain-ability	Implement-ed revenue sharing model in which revenue generating operations provide institution with 10-25% share of yearly net revenue. Auxiliary operations reviewed for sustainability and increases in rental fees or services were adjusted to account for costs.[52]	Expand to include other auxiliaries & programs[53] (e.g., Res. Life & events/ conferences) Continue proficient use of COVID-19 relief funds Explore add'l grant funding for campus programs & auxiliaries	Impact Measured

[50] One year lag from measurement to reporting, therefore FY20 depicts results for FY19.

[51] Within the parameters of State Board of Education Policy I.J., available here: https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-i/use-of-institutional-facilities-and-services-with-regard-to-the-private-sector/

Performance Measure 2: Federal, state, local and private grant funding

Definition: Grant funding dollars.

Benchmark: $100,000 growth annually, which is approximately 2% of the historical (four year) average.

Grants & Contract Funding	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
Federal	$895,530	$1,221,834	$1,506,459	$1,600,805		Institutional Financial Diversification
State & Local[54]	$2,534,164	$2,671,345	$2,825,307	$3,218,872		
Private	$133,075	$41,565	$44,800	$298,885		
Gifts[55]	$1,174,116	$3,951,746	$1,337,379	$2,361,794		
Total	$4,736,885	$7,886,490	$5,713,945	$7,480,356		
Benchmark: +$100,000 annually[56]	New Measure: No Prior Benchmarks		$5,235,809	5,335,809	$5,435,809	
Achievement			MET	MET		

Objective B: Bring all employee compensation up to policy/median benchmarks[57]

Performance Measure 1: The number of employees not meeting compensation benchmarks.

Definition: The percent of employees whose compensation does not meet or exceed policy/median benchmarks as outlined in Idaho's compensation schedule for classified staff, College and University

[52] Revenue generating auxiliary units reviewed were Workforce Training, Testing Center, events and conferences.

[53] Additional auxiliaries like Housing & Residence Life and events & conferences.

[54] This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include $223k in state scholarships and $625k in opportunity scholarships.

[55] Including grants that do not have restrictions or reporting requirements.

[56] Benchmark reflects $100,000 above the baseline, which is the historical four-year average of total grant funds ($5,135,809).

[57] Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

Professional Association (CUPA) for professional staff, and the American Association of University Professors (AAUP) for faculty.[58]

Benchmark: Decrease the percent of employees not meeting these benchmarks by 5%, annually. Benchmarks for employee compensation based upon the number of years in their current position:

- Employees in current position for 6-10 years: All greater than or equal to 80% of policy/median.
- Employees in current position for 11-15 years: All greater than or equal to 90% of policy/median.
- Employees in current position for 16 years or more: All at 100% of policy/median.

Compensation: % Staff not meeting benchmarks	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)
% of Total Staff	New Measure		58%	55%	64%		Bring all employees to benchmarks based upon years of service
Benchmark: -5% annually	No Prior Benchmarks			53%	48%	43%	
Achievement				NOT MET	NOT MET		
% of Staff 6-10 years' service	New Measure		39%	35%	52%		All at greater than or equal to 80% of policy/ median
Benchmark: -5% annually	No Prior Benchmarks			34%	29%	24%	
Achievement				NOT MET	NOT MET		
% of Staff 11-15 years' service	New Measure		58%	59%	62%		All at greater than or equal to 90% of policy/ median
Benchmark: -5% annually	No Prior Benchmarks			53%	48%	43%	
Achievement				NOT MET	NOT MET		
% of Staff >16 years' service	New Measure		73%	66%	76%		All at 100% of policy/ median
Benchmark: -5% annually	No Prior Benchmarks			68%	63%	58%	
Achievement				MET	NOT MET		

[58] Employee compensation data captured June of every fiscal year.

Key External and Internal Factors

A key external factor during last year has been the Coronavirus pandemic. Altered operations have impacted LC State's achievement of its strategic plan goals both positively and negatively. Successes in response to this pandemic include achievement of LC State's goals in relation to online enrollment (headcount), remediation and *30 to Finish* goals. While enrollment in LC State's Workforce Training courses declined, the success rates of student completions maintained at 94%. Those goals that were likely negatively impacted by this external factor were the enrollments of those students coming directly from high school and directly from another institutional of higher education (i.e., direct transfer). LC State's employee compensation goals were also negatively impacted by pandemic.

The following assumptions about external and internal factors will continue to impact the institution as the 20~~19~~22-202~~3~~6 Strategic Plan is implemented.

Lewis-Clark State College…

1. Will continue to be a moderately selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first generation students, admitting students with various degrees of college preparation.
2. Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound, and are working adults.
3. LC State is maintaining its aspirational goal ~~near term goal~~ to serve 3,000 FTE, which is particularly challenging in~~an environment where unemployment is low~~, a post-pandemic world, punctuated by declining local, regional and national high school graduating classes. ~~the number of regional high school graduates is declining, and the Idaho "go on" rate is less than 50%.~~
4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit.
5. Will play an active role in fulfilling the recommendations derived from:
    a. The Governor's 2017 Higher Education and Workforce Development taskforce.
    b. Huron consulting report released in the fall of 2018.
6. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
7. Will continue to recruit ~~diverse~~ faculty, staff and students across a wide range of demographics.
8. Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue and reduced state support.
9. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
10. Will and is engaging meaningful campus master planning to assess current and future physical plant and physical infrastructure needs.
11. Will advocate for increased state funding in support of LC State's mission, core themes, and strategic goals.

Evaluation Process

LC State's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission and core themes, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives were ~~have been~~ rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The current Strategic Plan 2022~~1~~-2026 is composed of these goals and objectives. Since Board review, they have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LC State's commitment to "systemness". Institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders.

Red Tape Reduction Act

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan. ~~LC State Statute 33-3101 amendment (HB 395), may be viewed as review of an outdated law, and a reduction of "red tape" if approved.~~

Addendum: Cyber Security

National Institute of Standards and Technology (NIST) Cybersecurity Framework

Governor Otter's Executive Order 2017-02 calls for:

> *All state agencies to immediately adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework in order to better foster risk and cybersecurity management communications and decision making with both internal and external organizational stakeholders.*

On March 16, 2017 Michelle Peugh of Idaho's Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College's Director of Human Resource Services (HRS). Director Buxton's memo asked LC State to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor's executive order. On April 15, 2017 Lewis-Clark State College President J. Anthony Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

Implementation of the Center for Internet Security (CIS) Controls

Governor Otter's Executive Order 2017-02 calls for "*agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018*." Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a "gap analysis" of LC State's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LC State on October 19, 2016.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order 2017-02.
- On February 2, 2017 Lieutenant Governor Brad Little held a statewide meeting to organize all agencies in a coordinated response to the governor's executive order. Lewis-Clark State College attended the meeting remotely. The Lieutenant Governor turned the meeting over to Lance Wyatt, Acting Chief Information Security Officer within Idaho's Office of the CIO. Mr. Wyatt described the statewide process, where:
    - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.
    - Each agency would document its self-discovery in a data repository provided by the state.
    - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.
    - At the end of the self-assessment process, agencies would collaborate on cyber-security product selection that will aid in managing the first five CIS controls
    - Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- Lewis-Clark State College attended each of the state's cyber-security meetings during 2017,2018, and 2019.
    - Compliance discussions occurred in bi-weekly meetings 2017-2018, and the remediation requirement was replaced with a requirement to self-report the completion of the review of the first 5 controls.
    - In the April 18, 2018, agencies were informed that the State believed agencies had met all criteria for the Executive Order.
- Lewis-Clark State College attended the statewide higher education IT Security Symposium at Boise State on August 11, 2017. The goal of the meeting was to provide a consensus perspective for implementing security within the context of higher education.
- LC State has completed the self-assessment process led by Lance Wyatt, Chief Information Security Officer. All relevant data have been entered on the state's Sharepoint repository designed for collecting these data.
- Based on the Department of Administration's gap analysis, Lewis-Clark State College has implemented *Tenable Security Center Continuous View*, a product that addresses CIS controls 1-5.
- In July 2018, representatives of Idaho Office of the Governor announced two changes that expanded the governor's original executive order:

  - The Center for Internet Security deployed version 7 of its twenty controls, and the state said that all agencies would start the entire process again using the new controls.
  - Instead of limiting the self-study to the five controls listed in the governor's executive order, the Office of the Governor said that each agency will expand its study to include all 20 CIS Controls.
  - Lewis-Clark State College was required to answer 4 items:
    - Policy Definition, e.g. Does LC State have a written policy.
    - Control Implemented, e.g. Does LC State have controls implemented.
    - Control enforcement: automated or technically manualized.
    - Control reported to State.
  - Two additional items were added to the self-audit
    - Compliance notes
    - Risk assessed justification
- Lewis-Clark State College's administration committed the college to the acquisition of suitable hardware - and implement appropriate processes - that combine to minimize cyber-related risks revealed by the college's self-assessment. This resulted in the purchase and deployment of F5's *Big-IP*.
- As of January, 2020, LC State has complied with the Governor's directives, including the expansion in July 2018. The discovery process for Controls 15, 16, 19, and 20 were completed.
- Based on the statewide meeting on January 22, 2020, the State of Idaho will be assessing the following on a monthly basis
  - Phishing training progress
  - Written policy breadth and depth

Implementation of the Employee Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*All executive branch agencies to require that all state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities*."

- In 2018, Idaho's Department of Human Resources distributed training software for use by all employees in Idaho.
- In 2018 Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a mandatory training requirement for all college employees, which was completed March 30, 2018.
- In February 2019, Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a second year of mandatory training requirement for all college employees, which was completed by April 2019.

Confirmation of training was required in order to be eligible for State of Idaho changes in compensation.

- In October 2019 DHR sent an additional mandatory training video called "Phishing Attacks on Companies."

Implementation of the Specialized Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*The State Division of Human Resources, in conjunction with all executive branch agencies, to compile and review cybersecurity curriculum for mandatory education and training of state employees, and to determine appropriate levels of training for various classifications of state employees."*

In December 2017, LC State's Associate Director charged with cybersecurity completed SANS SEC566 "Implementing and Auditing the Critical Security Controls."

During 2019, LC State received cybersecurity training from SANS (*SysAdmin, Audit, Network, Security*), Tenable, F5, Cisco, and US-CERT (*US Computer Emergency Readiness Team*). In addition, several employees attended security training at *Interface Spokane*.

CIS Controls™

Version 7: a prioritized set of actions to protect your organization and data from known cyber attack vectors.

CIS Controls V7 separates the controls into three distinct categories:

Basic:
Key controls which should be implemented in every organization for essential cyber defense readiness.

Foundational:
Technical best practices provide clear security benefits and are a smart move for any organization to implement.

Organizational:
These controls are more focused on people and processes involved in cybersecurity.

Basic

1. Inventory and Control of Hardware Assets
2. Inventory and Control of Software Assets
3. Continuous Vulnerability Management
4. Controlled Use of Administrative Privileges
5. Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers
6. Maintenance, Monitoring and Analysis of Audit Logs

Foundational

7. Email and Web Browser Protections
8. Malware Defenses
9. Limitation and Control of Network Ports, Protocols and Services
10. Data Recovery Capabilities
11. Secure Configuration for Network Devices, such as Firewalls, Routers and Switches
12. Boundary Defense
13. Data Protection
14. Controlled Access Based on the Need to Know
15. Wireless Access Control
16. Account Monitoring and Control

Organizational

17. Implement a Security Awareness and Training Program
18. Application Software Security
19. Incident Response and Management
20. Penetration Tests and Red Team Exercises

Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

Institutional Goals & Objectives	State Board of Education Goals		
	Goal 1: Educational System Alignment	***Goal 2: Educational Attainment***	***Goal 3: Workforce Readiness***
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative			✓
Goal 2: Optimize Student Enrollment, Retention and Completion			
Objective A: Increase the college's degree-seeking student enrollment	✓	✓	
Objective B: Increase credential output	✓	✓	✓
Goal 3: Foster inclusion throughout campus and community culture			
Objective A: Expand inclusive practices programming			
Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives			
Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure		✓	
Objective B: Bring all employee compensation up to policy/median benchmarks			

College of Eastern Idaho

College of Eastern Idaho

Strategic Plan 2022-2026

March 10, 2021

College of Eastern Idaho

FY 2022-2026

Strategic Plan

MISSION STATEMENT

To provide open-access to affordable, quality education that meets the needs of students, regional employers, and community.

VISION STATEMENT

Our vision is to be a superior community college. We value a dynamic environment as a foundation for building our college into a nationally recognized community college role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to advance their degree, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

State Metrics:

Timely Degree Completion

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Percentage	12%	8%	7%	6%	>10%

II. Percent of first-time, full-time, freshmen graduating within 150% of time[1]

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Grad Rate %150 IPEDS	53%	54%	58%	50%	>60%

III. Total number of certificates/degrees produced, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Certificates	109	120	165	112	>130
Associate Degrees	121	93	90	166	>170

IV. Number of unduplicated graduates, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Completers of Certificates	109	120	160	112	>120
Completers of Degrees	121	93	90	164	>160

Reform Remediation

V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Students	40%	33%	28%	34%	>39%

Math Pathways

VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Students	29%	24%	15%	8%	>20%

Guided Pathways

VII. Percent of first-time, full-time freshmen graduating within 100% of time[1]

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
FTFT Completers 100%	37%	46%	58%	49%	>50%

GOAL 1: A Well-Educated Citizenry[2]

The College of Eastern Idaho will provide excellent educational opportunities to enter the workforce or to continue education with articulation agreements with universities.

Objective A: Access

Performance Measures:

I. Annual number of students who have a state funded or foundation funded scholarship:

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
State Funded	15	44	84	86	>90
Foundation Funded	227	246	298	278	>310

II. Percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation:

FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Percentage of Annual Enrollment who entered CEI within 1 year of High School	19.0%	21.5%	30.7%	27.4%	>29%

III. Total degree and certificate production and headcount:

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Degrees/Certificates	228	213	255	278	>300
Completers	226	211	245	272	>280

Objective B: Adult Learner Re-Integration

Performance Measures:

I. Number of students enrolled in GED who are Idaho residents
II. Number of students who complete their GED

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Enrolled	N/A	458	247	370	>300
Completed	N/A	40	51	55	>30

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness

Performance Measures:

I. Number of graduates who found employment in their area of training
II. Number of graduates who are continuing their education
III. Number of graduates who found employment in related fields

Grad by FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
I. Employed In training area	195	192	224	N/A	>230
II. Continuing education	38	31	22	N/A	>50
III. Employed in related field	176	147	187	N/A	>190

IV. Percentage of students who pass the TSA for certification:

Percentage By FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
TSA Pass Percentage	92.6%	83.48%	95.00%	93.44%	96%

GOAL 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.[3]

Performance measures:

I. Number of workforce training courses created to meet industry needs.
II. Number of Customized Training courses offered.
III. WFT total Headcount:

	FY 2017	FY 2018	FY 2019	FY 2020[4]	Benchmark
WFT Courses[3]	359	442	332	345	>440
Customized Training Courses	2,328	3,444	2,926	466	>4,000
Headcount	10,549	14,824	16,461	12,140	>16,000

GOAL 4: Effective and Efficient Educational System

Objective A: High school senior who choose CEI as their first choice to higher education.

Performance Measures:

I. Total fall enrolled students that are retained or graduate in the following fall.

Fall Term of:	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Grad or still enrolled	459	530	747	891	>900

II. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.

FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Percentage of Students entering within one year of HS and have ever taken a remedial course	20%	18%	26%	19%	20%

III. Cost per credit hour[5]

FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Cost per Credit Hour	$ 790	$ 829	$ 756	$ 733	$ <700

IV. Number of students who successfully articulate to another institution to further their education:

FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Number Continuing On	221	248	300	283	>350

GOAL 5: Student Centered

Objective A: CEI faculty provides effective and student centered instruction.

Performance Measures:

I. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Results are the gap per Noel Levitz Annual Survey:[6]

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
CEI	N/A	0.82	0.62	0.61	<0.50
PEERS	N/A	0.64	0.63	0.84	N/A

II. Fall to Fall Retention per IPEDS Fall Enrollment Report:

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
FTFT Fall-to-Fall Retention	54%	73%	72%	67%	>74%

III. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Results are the gap per Noel Levitz Annual Survey. [6]

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
CEI	N/A	0.76	0.71	0.56	<0.5
PEERS	N/A	0.73	0.73	0.99	N/A

IV. Utilization of results of Student Satisfaction Survey[7] results for Financial Aid and the Admission Process.

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Financial Aid	94%	N/A	88%	87%	98%
Admissions	94%	N/A	90%	91%	98%

Objective B: Tutoring Center provides services to support education success.

Performance Measures:

I. Tutoring center total students contact hours (in thousands).
~~I.~~II. Percentage of students surveyed who rated the instruction they received in the tutoring center as very good to excellent~~Tutoring contact hours to support student needs~~:

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
~~Hours~~Total Student Hours	~~8.5~~7.1	~~9.3~~6.4	~~8.86~~7.7	~~12.9~~8.7	~~>9.5~~>7.5
% Raised Grade			86.6%	87.3%	>85%

Objective C: CEI library services meets the expectation of students.

Performance Measures:

V. Library services meet the expectations of students. Results are the gap per Noel Levitz Annual Survey. [6]

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
CEI	N/A	0.09	0.19	0.37	>.15
PEERS	N/A	0.22	0.21	0.41	N/A

Objective D: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.

Performance Measures:

I. Number of applicants/students receiving CND services:

	FY 2017	FY 2018	FY 2019	FY 2020[4]	Benchmark
Clients Served	266	301	318	294	>310

GOAL 6: Cyber Awareness[8]

Objective A: Regular Training

Performance Measures:

I. CEI will establish a policy to provide regular training to all faculty and staff on best practices for cybersecurity protection using the DHR's recommendation and requirements.

II. Annual number of trained faculty and staff.

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Percent Annually Trained	N/A	N/A	N/A	100%	100%

Objective B: Specific Training for Super Users

I. CEI will identify and track employees with elevated privileges and ensure that training meets their elevated status as a user and provide advanced training.

II. Annual number of advanced users will be identified and trained.

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Percent Annually Trained	N/A	N/A	N/A	66.6%	100%

Objective C: Monthly Awareness Emails

I. CEI will send out monthly emails to inform employees on new cyber threats and hacking strategies. This will also include "best practices" for computer users.

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Phishing Emails Sent	N/A	N/A	12	2	12

Objective D: Policy Statement to be signed by all Employees

I. CEI will compose a policy for computer use on and off campus that relate to CEI activities and concerns. Employees will receive a copy of the policy each year when they sign their contracts.

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Percent Annually Trained	N/A	N/A	N/A	100%	100%

Key External Factors

1) Funding:

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Recent funding for Career Technical Education has allowed CEI to respond to industry needs in a timely and efficient manner. The enrollment and graduation rates in many of the Career Technical Programs have limited facilities and seats available to students with waiting lists. The recent State funding has allowed us to hire new instructors and reduce many of the waiting lists. CEI was funded as a community college, which allows us to offer the Associates of Arts and the Associates of Science Degrees for the first time in fall 2018. We are projecting growing enrollment over the next few years due to this funding. We are actively engaged in the "go on" rate in Idaho and working with the local high schools to recruit students. Ongoing funding for faculty.

2) COVID-19:

CEI, along with the other State Higher Education institutions was dramatically affected by COVID beginning in the March of 2020. CEI saw an increase of 11% in College credit student headcount in fall of 2020. The College was positioned well to rapidly move into a full online format to complete spring semester resulting in CEI issuing almost no incompletes for students who wished to complete the semester. The College worked diligently to in both summer and fall semesters to provide 1/3 face-to-face delivery and 2/3 online. The College used all the protocols of face coverings, social distancing, work from home and video conferencing. The result was flat enrollment at CEI for both summer and fall semesters with regard to headcount for credit classes. Along with offering 2/3 of classes online, CEI also provide all the wrap around student services and advising via online mechanisms.

3) Evaluation Process:

CEI is in the process of implementing a more thorough process for evaluating its performance measures. The institution has adopted a cycle of continuous improvement known as the Mission Fulfillment Process. The Mission Fulfillment Process is a Plan-Do-Study-Act process, which is how CEI implements, measures, adjusts, and informs budget proposals. There are four main areas of the process. "Plan" is the section of determining how new initiatives can be implemented. "Do" is the implementation step for enacting the changes derived from the previous cycle. "Study" is one of the most intricate steps. Called the Mission Fulfillment Report (MFR) cycle, it encompasses the gathering and assessment of data from all institutional levels. Finally, the "Act" step, informed from the assessment process, allows for budget allocations to improve measures. Figure 1: Mission Fulfillment Process is a depiction of the process flow.

4) Futuring:

CEI has decided to use "futuring" techniques as our approach to creating a strategic plan. Given the complexities of COVID and the rapidly changing demands of our region, CEI has used a futuring tactic. Our approach is to first forecast what the demands of business and industry will be in the region 3 to 5 years in the future (environmental scan). We then select programming that would meet the needs of regional employers whether degrees, certifications or skills. Programming would need to compliment the mission of our 2 year community college. We forecast the kinds of facilities needed to deliver the training and explore equipment and teaching strategies for delivery. We finally review the organization of our College to assess any needed structural changes of the College.

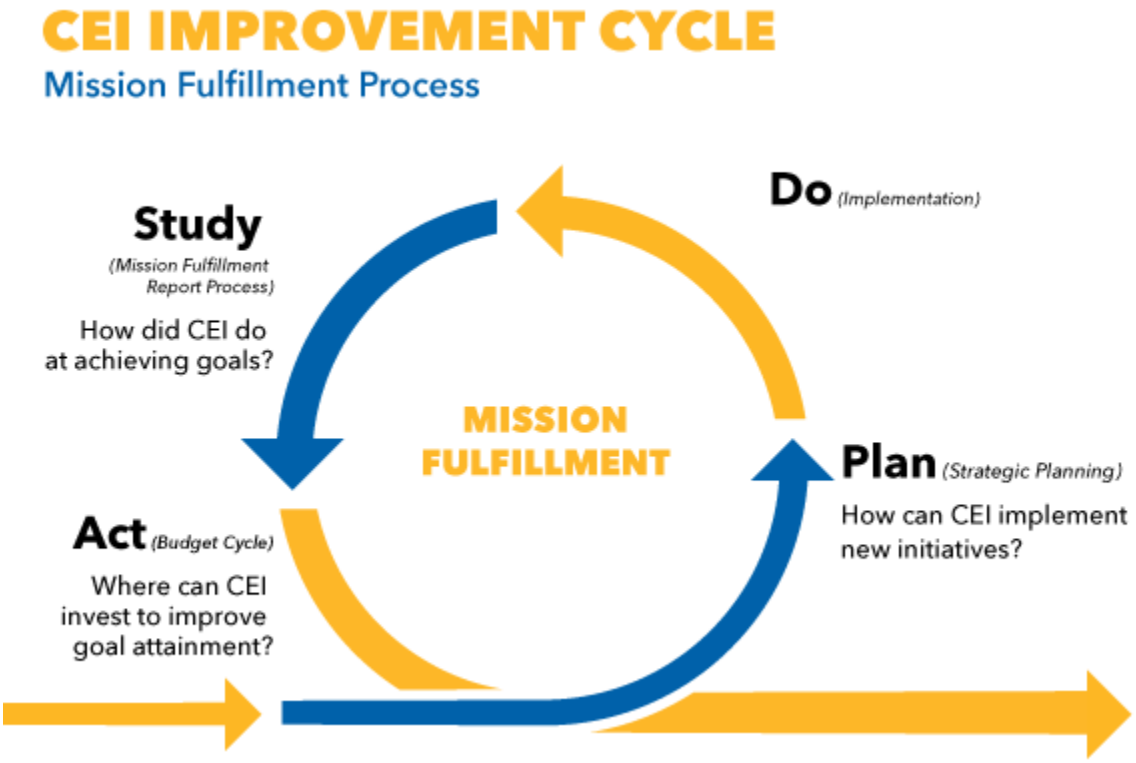


Figure 1: Mission Fulfillment Process

There are four main areas that make up the Mission Fulfillment Report (MFR). The gathering of information, assessment, adjustment, and implementation. The goal of the process is to collect data, to measure it against the benchmarks, and to present the findings for consideration of improvements. The cycle connects the employees to administration, to the trustees, and back to the employees. The cycle

also identifies areas where improvements can be made to improve the measures through the allocation of resources.

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[1]Years in which data are reported line up with a corresponding starting cohort. For example, FY2016 is a report of the Fall 2013 cohort, and FY2017 is a report of the Fall 2014 cohort and so forth for other reporting years.
[2]N/A - Has been used to indicate areas where reports or data have not finalized collection for the year in question or that are otherwise unavailable at the time this report was produced.
[3]CEI has adjusted this measure. It has changed from misc. course to more meaningful customized trainings and includes WFT total headcount.
[4]Covid-19 and the inability or difficulty in conducting some types of Face-to-Face instruction, work training, tutoring and other student services have significantly impacted these results.
[5]Calculated from IPEDS Financials Report sum of Costs (Instruction, Academic Support, Student Service and Institutional Support) divided by IPEDS 12 Month Enrollment Report sum of credits.
[6]In FY 2017 CEI transitioned the administration of the Noel Levitz survey from a fall to spring term resulting in the lapse of reportable data for that period.
[7]New CEI students take a survey prior to completing the required orientation course that includes these topics. A transition in the timing of the survey resulted in the lapse in data for FY 2018.
[8]Currently CEI is implementing measures and collecting data, not all measures are reportable at this time.

	State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	Goal 4:	Goal 5:
CEI Goals and Objectives					
GOAL 1: A Well Educated Citizenry					
Objective A: Access	X	X	X		
Objective B: Adult Learner Re-Integration	X	X	X		
GOAL 2: Innovation and Economic Development					
Objective A: Workforce Readiness			X		

GOAL 3: Data-Informed Decision Making					
Objective A: Number of industry recommendations incorporated into career technical curriculum.			X		
GOAL 4: Effective and Efficient Educational System					
Objective A: High school senior who choose CEI as their first choice to higher education.	X	X			
GOAL 5: Student Centered					
Objective A: CEI faculty provides effective and student centered instruction.	X	X	X		
GOAL 6: Cyber Awareness					
Objective A: Regular Training	X				
Objective B: Specific Training for Super Users	X				
Objective C: Monthly Awareness Emails					
Objective D: Policy Statement to be Signed by all Employees	X		X		

COLLEGE OF SOUTHERN IDAHO

2021-2026 (FY2022-2027) STRATEGIC PLAN

MISSION STATEMENT

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

VISION STATEMENT

To improve the quality of life of those impacted by our services.

INSTITUTIONAL VALUES

Quality, Equity, Innovation

OUR STRATEGIC PLAN—THE CSI C-O-D-E

CODE (noun): a system of principles

Guided by the values of equity, quality, and innovation, 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.

GOAL/CORE THEME 1: CULTIVATE COMMUNITY ENGAGEMENT

Strategy #1: Enhance and expand community involvement and engagement.

Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.

Performance Measures:

1.1 Student who respond that they "Would recommend this college to a friend or family member." (Source: Community College Survey of Student Engagement [CCSSE])

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
97%	96%	95%	NA*	96%

***Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020**
Benchmark: 96% [1] (by 2022)

Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.

Performance Measures:

1.2 TBD (A performance measure for this objective is still being developed) [2]

Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.

Performance Measures:

1.3.1 Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)

	FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
Credits	25,680	32,814	36,904	42,805	TBD
Headcount	5,353	6,360	6,613	7,648	TBD

Benchmark: TBD [3] (by TBD)

1.3.2 Region IV High School Immediate "Go On" Rate (Source: OSBE and CSI Data)

	FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
CSI	28.4%	30.6%	27.6%	29.4%	30.0%
Overall	51.3%	50.0%	43.47%	38.6%	40.0%

Benchmark: 30% and 40% [4] (by 2023)

1.3.3 Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

FY17 (2015-2016 Grads)	**FY18** (2016-2017 Grads)	**FY19** (2017-2018 Grads)	**FY20** (2018-2019 Grads)	**Benchmark**
93%	96%	98%	98%	96%

Benchmark: Maintain placement at or above the average for the previous four years (96%) [5] (by 2022)

GOAL/CORE THEME 2: OPTIMIZE STUDENT ACCESS

Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.

Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.

Performance Measures:

2.1.1 Institutional Unduplicated Headcount of Non-Dual Enrollment Students (Source: PSR 1 Fall Snapshot Report)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
4,328	4,023	3,765	3,987	5,000

Benchmark: 5.000 [6] (by 2025)

2.1.2 Institutional Full Time Equivalency (FTE) Enrollment (Source: PSR 1 Fall Snapshot Report)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
3,408	3,378	3,433	3,476	3,750

Benchmark: 3.750 [7] (by 2025)

2.1.3 Percentage of 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)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
60% (365/606) Fall 2016 Cohort	58% (366/629) Fall 2017 Cohort	58% (355/607) Fall 2018 Cohort	61% (364/598) Fall 2018 Cohort	63%

Benchmark: 63% [8] (by 2022)

Objective 2.2: Engage in a college-wide, systemic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.

Performance Measures:

2.2.1 Number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) ***Statewide Performance Measure***

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
151 Certificates 816 Degrees	154 Certificates 800 Degrees	146 Certificates 839 Degrees	129 Certificates 947 Degrees	TBD

Benchmark: TBD [9] (by TBD)

2.2.2 Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) ***Statewide Performance Measure***

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
148 Certificates 774 Degrees	152 Certificates 736 Degrees	146 Certificates 795 Degrees	129 Certificates 861 Degrees	TBD

Benchmark: TBD [9] (by TBD)

2.2.3 Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
90%	93%	90%	NA*	90%

*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020
Benchmark: 90% [10] (by 2022)

GOAL/CORE THEME 3: DRIVE STUDENT SUCCESS

Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.

Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.

Performance Measures:

3.1.1 Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
41% (399/966)	48% (386/805)	48% (435/914)	43% (339/785)	48%

Benchmark: 48% [11] (by 2022)

3.1.2 Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
79% (283/356)	72% (198/276)	78% (203/261)	73% (185/255)	78%

Benchmark: 78% [11] (by 2022)

3.1.3 Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
29% (414/1,407)	34% (430/1,268)	41% (485/1,187)	48% (499/1,044)	50%

Benchmark: 50% [11] (by 2022)

Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.

Performance Measures:

3.2.1 Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho) *Statewide Performance Measure*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
9% (436/4,960)	12% (473/4,094)	12% (456/3,947)	11% (478/4,321)	15%

Benchmark: 15% [12] (by 2022)

3.2.2 Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) *Statewide Performance Measure*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
26% (178/672) Fall 2014 Cohort	27% (162/606) Fall 2015 Cohort	31% (193/629) Fall 2016 Cohort	34% (205/605) Fall 2017 Cohort	35%

Benchmark: 35% [13] (by 2022)

3.2.3 Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) ***Statewide Performance Measure***

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
15% (88/606) Fall 2015 Cohort	**15%** (97/629) Fall 2016 Cohort	**20%** (123/605) Fall 2017 Cohort	**21%** (124/598) Fall 2018 Cohort	**22%**

Benchmark: 22% [14] (by 2022)

3.2.4 Median credits earned at graduation (Source: College of Southern Idaho) ***Statewide Performance Measure***

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
80	**77**	**75**	**74**	**72**

Benchmark: 72 [15] (by 2022)

Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.

Performance Measures:

3.3.1 TBD (A performance measure for this objective is still being developed) [2]

GOAL/CORE THEME 4: ENSURE INSTITUTIONAL STABILITY

Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.

Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.

Performance Measures:

4.1.1 TBD (A performance measure for this objective is still being developed) [2]

Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.

Performance Measures:

4.2.1 Maintain a Composite Financial Index (overall financial health) appropriate for a debt free college. (Source: Composite Financial Index)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
2.62	**3.66**	**4.39**	**4.41**	**3.0 or above**

Benchmark: 3.0 or above [16] (by 2022)

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been shown to significantly impact enrollment;
- Changes in local, state, and/or federal funding levels;
- Changes to accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Emergencies (pandemics, natural disasters, etc.);
- Legal and regulatory changes.

EVALUATION PROCESS:
The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the college employees. The college reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

NOTES:

[1] CSI has consistently received scores averaging 96% on this metric. The college seeks to maintain this high level of satisfaction from year to year. Cohort colleges scored 94% on this metric in the most current assessment year. Students are asked, "Would you recommend this college to a friend or family member?" (Percentage reflects those marking "Yes.")

> *Source Note: The Community College Survey of Student Engagement (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI participates in the survey annually during the spring semester. In this metric, "comparison schools" consist of all other schools participating in the CCSSE during that term. Approximately 260 schools participated in the CCSSE during the most recent assessment period.*

[2] TBD—The college community is working to develop a performance measure and benchmark for these new objectives and will have measures in place by 2022.

[3] The college community is working to establish a local benchmark that will help support these goals and will have this benchmark established by 2022. This measure supports the Idaho State Board of Education's Goal II.A.V (>80% of HS grads have participated in one or more advanced opportunity) and II.A.VI (>3% of HS grads simultaneously earn an associate degree).

[4] The college is working to increase the immediate Region IV "go on" rate directly to CSI to 30% by 2023 and the go on rate to 40% for all colleges by 2023. This measure supports the Idaho State Board of Education's Goal II.A.VII (60% of HS grade attend college within 1 year; >80% within 3 years).

[5] This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)

[6] The college has established a goal of enrolling 5000 non-dual credit students per semester by 2025. This measure supports the Idaho State Board of Education's Goal II.A.VII (>60% of HS grade attend college within 1 year; >80% within 3 years).

[7] The college has established a goal of increasing FTE to 3,750 in the fall of 2025. This measure supports the Idaho State Board of Education's Goal II.A.VII (>60% of HS grade attend college within 1 year; >80% within 3 years).

[8] The 63% benchmark for first-time, full-time, degree seeking students has been set as a stretch benchmark in light of several college initiatives focused on retaining students. This measure supports the Idaho State Board of Education's Goal III.A.III (>75% retention for 2-year institutions). The most recent data reflects an entry cohort one year prior to FY date. For example, FY20 data reflects fall 2019 entry cohort.

[9] Benchmarks are yet to be set by the Idaho State Board of Education. These measures support the Idaho State Board of Education's Goal III.A.II.

[10] Ninety percent has been chosen as a target considering that comparison schools have averaged 86% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent")

[11] These benchmarks have been established as stretch benchmarks in light of the college's work to move students initially placed into remediation into successful college level coursework as quickly as possible. These metrics support the Idaho State Board of Education's Goal III, Objective B, and in particular, Goal III.B.II (>60% within two years).

[12] In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not, and are more likely to complete a certificate or degree, the college is working to encourage students to enroll in 30 or more credits per year. This measure supports the Idaho State Board of Education's Goal III.B.I (>50% per year).

[13] This benchmark has been established considering recent positive trend in this area and several initiatives the college has undertaken to increase completion rates. This measure supports the Idaho State Board of Education's Goal III.A.IV (>50% per year).

[14] This benchmark has been established considering recent positive trend in this area and several initiatives the college has undertaken to increase completion rates.

[15] The college has worked to reduce the number of credits earned at graduation by students through orientation, advising, and the use of guided pathways. This target reflects ongoing work in this area. This measure supports the Idaho State Board of Education's Goal III.B.III (<69 credits).

[16] This benchmark recognizes a Composite Financial Index Ratio that has been deemed to be appropriate for debt-free colleges by the Composite Financial Index. A range above 3.0 indicates a level of fiscal health that allows for transformative actions.

Alignment with Idaho State Board of Education 2022-2027 Strategic Plan	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL READINESS*	*Goal 3: EDUCATIONAL ATTAINMENT*	*Goal 4: WORKFORCE READINESS*
College of Southern Idaho Goals and Objectives				
GOAL #1: CULTIVATE COMMUNITY ENGAGEMENT				
Strategy #1: Enhance and expand community involvement and engagement.				
Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.				
Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.				
Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.	✔	✔		✔
GOAL #2: OPTIMIZE STUDENT ACCESS				
Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.				
Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.	✔	✔	✔	
Objective 2.2: Engage in a college-wide, systemic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.		✔	✔	✔
GOAL #3: DRIVE STUDENT SUCCESS				
Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.				
Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.	✔		✔	✔
Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.	✔		✔	
Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.		✔	✔	
GOAL #4: ENSURE INSTITUTIONAL STABILITY				
Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.				
Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.				
Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.	✔			

Updated March 2021

College of Western Idaho
Strategic Plan 2022 – 2026

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

MISSION STATEMENT

The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

VISION STATEMENT

By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.

GOAL 1: Advance Student Success

CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective A: Improving Student Retention, Persistence, and Completion

Performance Measures:

I. Increase percent of credit students who persist from term to term

Table 1

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
67%	**68%**	**73%**	**75%**	**75%**	**>=77 %**

Benchmark: *Term to term persistence rates will meet or exceed 71% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

II. Number of degrees/certificates produced annually (IPEDS Completions)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
Degrees					
996	**979**	**984**	**906**	**949**	**>=1,000**
Certificates of at least 1 year					
229	**182** (240 w/Gen. Ed awards)	**261** (402 w/Gen. Ed awards)	**297** (513 w/Gen. Ed awards)	**325** (1,264 w/Gen. Ed awards)	**>=~~300~~330**

Benchmark (state-wide performance measure): *Number of degrees produced annually (IPEDS completions) will meet or exceed 1,000 degrees by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Benchmark (state-wide performance measure): *Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 300 certificates by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

III. Number of unduplicated graduates (IPEDS Completions)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
Degrees					
910	**893**	**891**	**881**	**917**	**>=975**
Certificates of at least 1 year					
226	**161** (262 w/Gen. Ed awards)	**197** (336 w/Gen. Ed awards)	**241** (451 w/Gen. Ed awards)	**268** (1,197 w/Gen. Ed awards)	**>=275**

Benchmark (state-wide performance measure): *Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 975 by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Benchmark (state-wide performance measure): *Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 275 by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

IV. Percentage of students completing 30 or more credits per academic year

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
4%	**3%**	**4%**	**5%**	**4%**	**>=8%**

V. Benchmark (state-wide performance measure): Percentage of students completing 30 or more credits per academic year will meet or exceed the FY19 Idaho 2-year Community College Average of 8% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
Fall Cohort 2013 13%	**Fall Cohort 2014 12%**	**Fall Cohort 2015 20%**	**Fall Cohort 2016 22%**	**Fall Cohort 2017 23%**	**>=26%**

Benchmark (state-wide performance measure): *Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 26% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

VI. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
Fall Cohort 2014 6%	**Fall Cohort 2015 9%**	**Fall Cohort 2016 12%**	**Fall Cohort 2017 13%**	**Fall Cohort 2018 14%**	**>=19%**

Benchmark (state-wide performance measure): *Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 19% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Objective B: Developing Effective Educational Pathways

Performance Measures:

I. Increase percent of CWI Dual Credit students who transition to CWI programs within one year of high school graduation.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
13%	**13%**	**10%**	**11%**	**Not Yet Available**	**1% annual increase**

Benchmark: *Increase the number of Dual Credit students who transition to CWI programs within one year of graduation by 1% annually. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

II. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
English: 70% Math: 10%	**English: 70% Math: 17%**	**English: 67% Math: 22%**	**English: 73% Math: 23%**	**English: 74% Math: 27%**	**English: 72% Math: >=25%**

Benchmark (state-wide performance measure): *Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will be 72% for English and will meet or exceed 25% for Math by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

III. Percentage of first time degree seeking students completing a gateway math course within two years of enrollment

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
28%	**22%**	**24%**	**24%**	**27%**	**>=25%**

Benchmark (state-wide performance measure): *Percentage of first time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 25% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Objective C: Developing Effective Educational and Career Pathways and Transfer Opportunities

I. Increase percentage of students completing transfer programs who enroll at a four-year institution within one year of completion

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
54%	**56%**	**56%**	**56%**	**Not Yet Available**	**>=60%**

Benchmark: *Increase transfer of General Education Academic Certificate (GEAC), AA and AS completers to four-year institutions to meet or exceed 60% by 2026 (based on highest level of completion). The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

GOAL 2: Promote and Invest in the Development of Quality Instruction

CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper.

Objective A: Advancing Innovative Programming and Strategies.

Performance Measures:

I. Increase success rates for students who enter CWI underprepared

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
English					
Fall: 70% **Spring: 68%** **Summer: 77%**	**Fall: 65%** **Spring: 74%** **Summer: 76%**	**Fall: 68%** **Spring: 73%** **Summer: 88%**	**Fall: 72%** **Spring: 74%** **Summer: 83%**	**Fall: 67%**	**>=80%**

Benchmark (English): *By 2026, 80% or more of students who enter the English pipeline through English-plus co-requisite model successfully pass ENGL 101. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

GOAL 3: Ensure Operational Stability and Compliance

Objective A: Adopt and Implement the National Institute of Standards and Technology (NIST) Cybersecurity Framework.

Performance Measures:

I. Foster better risk and cybersecurity management communications and decision making with both internal and external stakeholders.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
NA	**In progress**	**Full Implementation**	**Full Implementation**	**Full Implementation**	**Full Implementation**

Benchmark (state-wide performance measure): *Adopt NIST standards by June 30, 2018 and complete IT Annual Work Plan implementation by FY18. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Key External Factors

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- *Continued revenue. 35% of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.*
- *Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.*
    - *CWI's enrollment has been adversely affected by COVID-19. The long-term impacts of COVID-19 on CWI's enrollment are currently unknown.*
- *Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education. Current trends in the local economy indicate strong employment rates, which may also be impacting CWI enrollment.*

Evaluation Process

The College of Western Idaho is currently operating in its Comprehensive Strategic Plan for 2018-2022 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution. Where processes are maintained in a database, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.

When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.

03/18/2021

North Idaho College

FY 2022-2026
Strategic Plan

MISSION STATEMENT
North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VISION STATEMENT
As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

GOAL 1: STUDENT SUCCESS
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.

Performance Measures

I. Percentage of first-time and new transfer-in students who were awarded a degree or certificate, transferred, or are still enrolled, within six years as defined by VFA. *Source: Voluntary Framework of Accountability (VFA).* [CCM 187]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
65.8% (Fall 10 Credential-Seeking Cohort thru summer 16)	65.8% (Fall 11 Credential-Seeking Cohort thru summer 17)	64.9% (Fall 12 Credential-Seeking Cohort thru summer 18)	66.7% (Fall 13 Credential-Seeking Cohort thru summer 19)	70%

Benchmark: 70% [1] (by 2025)

II. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation. *Source: NIC Trends.* [CCM 227]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
33.5% (247/737) 2016 High School Graduate Cohort	28.7% (279/973) 2017 High School Graduate Cohort	31.8% (346/1087) 2018 High School Graduate Cohort	26.8% (325/1212) 2019 High School Graduate Cohort	35%

Benchmark: 35% [2] (by 2025)

III. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at other institutions within one year following their high school graduation. *Source: NIC Trends.* [CCM 228]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
52.8% (389/737) 2016 High School Graduate Cohort	51.0% (496/973) 2017 High School Graduate Cohort	51.7% (562/1087) 2018 High School Graduate Cohort	50.7% (614/1212) 2019 High School Graduate Cohort	55%

Benchmark: 55% [3] (by 2025)

IV. Total number of certificates/degrees produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: NIC Trends.* [CCM 238]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
a) 74 b) 431 c) 687 Total Awards: 1192	a) 98 b) 556 c) 690 Total Awards: 1344	a) 74 b) 604 c) 681 Total Awards: 1359	a) 121 b) 620 c) 659 Total Awards: 1400	a) 125 b) 630 c) 700

Benchmark: a) 125 b) 630 c) 700 [4] (by 2025)

Note: Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. See footnotes for additional information.

V. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: NIC Trends.* [CCM 239]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
a) 57 b) 422 c) 675 Total overall unduplicated count: 906	a) 77 b) 534 c) 659 Total overall unduplicated count: 913	a) 65 b) 583 c) 650 Total overall unduplicated count: 872	a) 105 b) 604 c) 619 Total overall unduplicated count: 893	a) 110 b) 610 c) 700

Benchmark: a) 110 b) 610 c) 700 [5] (by 2025)

Note: Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. See footnotes for additional information.

<u>Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.</u>

Performance Measures

I. Percentage of CTE Concentrators who achieved positive placement or transition in the second quarter after leaving postsecondary education. *Source: NIC Trends.* [CCM 177]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
85%	82%	Data coming soon	Data not yet available	90%

Benchmark: 90% [6] (by 2022)

Note: FY19 is due to ICTE on April 30 so this data is not yet available, but coming soon.

II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends.* [CCM 108]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
78.5% (12,978/16,536) Fall 16	79.2% (13,022/16,452) Fall 17	81.0% (13,459/16,614) Fall 18	81.0% (12,854/15,873) Fall 19	82%

Benchmark: 82% [7] (by 2024)

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

Performance Measures

I. Persistence Rate - Full-time, first-time and new transfer in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends.* [CCM 155]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
80.1% (686/857) Fall 16 to Spr 17	79.9% (658/824) Fall 17 to Spr 18	80.7% (671/832) Fall 18 to Spr 19	79.8% (604/757) Fall 19 to Spr 20	84%

Benchmark: 84% [8] (by 2022)

II. Retention Rate – Full time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 025]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
57.0% (389/683) Fall 16 cohort	53.3% (356/668) Fall 17 cohort	55.0% (377/686) Fall 18 cohort	56.1% (361/644) Fall 19 cohort	60%

Benchmark: 60% [9] (by 2025)

III. Retention Rate – Part-time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 026]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
34.3% (93/271) Fall 16 cohort	35.9% (85/237) Fall 17 cohort	32.6% (78/239) Fall 18 cohort	35.4% (86/243) Fall 19 cohort	40%

Benchmark: 40% [10] (by 2025)

IV. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *Statewide Performance Measure. Source: NIC Trends.* [CCM 195]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
8.0% (363/4533)	8.2% (345/4198)	8.5% (332/3889)	7.8% (288/3685)	10%

Benchmark: 10% [11] (by 2025)

V. Percent of first-time, full-time, freshmen graduating within 150% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*
[CCM 196]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
23% (151/653) Fall 14 Cohort NIC Rank 54%	27% (169/625) Fall 15 Cohort NIC Rank 58%	25% (174/685) Fall 16 Cohort NIC Rank 55%	28% (188/668) Fall 17 Cohort Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [12] (by 2025)

VI. Percent of first-time, full-time freshmen graduating within 100% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*
[CCM 199]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
17% (105/625) Fall 15 Cohort NIC Rank 67%	16% (112/685) Fall 16 Cohort NIC Rank 73%	20% (135/668) Fall 17 Cohort Rank not yet available	19% (128/686) Fall 18 Cohort Rank not yet available	Rank of 65% against IPEDS comparator institutions

Benchmark: Rank of 65% against IPEDS comparator institutions [13] (by 2025)

GOAL 2: EDUCATIONAL EXCELLENCE
High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures

I. Market Penetration - Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 037]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
3.0% (6,928/230,072)	3.1% (7,235/234,845)	2.9% (6,900/240,202)	2.7% (6,586/245,861)	3.6%

Benchmark: 3.6% [14] (by 2024)

II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 038]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
2.1% (4,878/230,072)	2.1% (4,883/234,845)	2.3% (5,419/240,202)	1.8% (4,471/245,861)	3.0%

Benchmark: 3.0% [15] (by 2024)

III. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. *Statewide Performance Measure. Source: NIC Trends.* [CCM 203/204]

Math

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
17.5% (190/1088) 15-16 cohort	25.2% (245/971) 16-17 cohort	22.6% (171/757) 17-18 cohort	24.5% (135/551) 18-19 cohort	25%

English

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
30.6% (119/389) 15-16 cohort	30.2% (116/384) 16-17 cohort	23.0% (90/392) 17-18 cohort	28.9% (81/280) 18-19 cohort	35%

Benchmark: Math 25%; English 35% [16] (by 2024)

IV. Percent of new degree-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends.* [CCM 198]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
28.1% (436/1552) 14-15 cohort	27.4% (433/1578) 15-16 cohort	29.1% (493/1695) 16-17 cohort	33.6% (575/1713) 17-18 cohort	35%

Benchmark: 35% [17] (by 2024)

<u>Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.</u>

Performance Measures

I. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 162]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
52.2 Spring 17 Top Schools 58.5	Survey administered on a two-year rotation; no data available	50.9 Spring 19 Top Schools 60.1	Survey administered on a two-year rotation; no data available	53.0

Benchmark: 53.0 [18] (by 2023)

II. Student Perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 165]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
44.2 Spring 17 Top Schools 58.4	Survey now administered on a two-year rotation; no data available	48.6 Spring 19 Top Schools 60.9	Survey administered on a two-year rotation; no data available	48.0

Benchmark: 46.0 [19] (by 2023)

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends.* [CCM 114]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
81%	89%	89%	81%	80%

Benchmark: At least 80% of SLOA goals are consistently progressing or met [20] (by 2024)

II. Full-time to Part-time faculty ratio. *Source: NIC Trends.* [CCM 029]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
0.8:1.0 156 FT & 208 PT	0.8:1.0 160 FT & 208 PT	0.8:1.0 161 FT & 210 PT	0.7:1.0 150 FT & 213 PT	0.8:1.0

Benchmark: No less than 0.8:1.0 [21] (by 2024)

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures

I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends.* [CCM 115]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
$132,436	$175,618	$180,950	$89,267	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels [22] (by 2024)

Note: FY20 decline due to COVID-related travel restrictions.

GOAL 3: COMMUNITY ENGAGEMENT

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures

I. Percentage of student evaluations of workforce training and community education courses with a satisfaction rating of above average. *Source: NIC Trends.* [CCM 054]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
98% (313/320)	98% (322/330)	96% (348/363)	98% (281/286)	100%

Benchmark: 100% [23] (by 2024)

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

I. Licensure Pass Rates. *Source: NIC Trends.* [CCM 091]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
99%	97%	99%	92%	100%

Benchmark: 100% [24] (by 2024)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

Performance Measures

I. Annual number and percentage increase of Dual Credit annual credit hours in the high schools. *Source: State Board of Education Dual Credit Report.* [CCM 020]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
3,828 (+5.19%)	7,093 (+85.29%)	8,111 (+14.35%)	7,721 (-4.81%)	+10%

Benchmark: +10% [25] (by 2024)

II. Dual Credit annual credit hours as percentage of total credits. *Source: NIC Trends.* [CCM 019]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
13,481 credits (13% of total)	17,672 credits (18% of total)	19,594 credits (20% of total)	19,658 credits (21% of total)	20%

Benchmark: 20% [26] (by 2024)

III. Dual Credit unduplicated Annual Headcount and percentage of total. *Source: NIC Trends.* [CCM 017]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
1,377 (20% of total)	2,036 (28% of total)	1,983 (29% of total)	1,970 (30% of total)	25%

Benchmark: 25% [27] (by 2024)

Goal 3, Objective D: Enhance community access to college.

Performance Measures

I. Distance Learning proportion of credit hours. *Source: NIC Trends.* [CCM 015]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
11,971 credits (23.9% of total) Fall 16	11,791 credits (24.1% of total) Fall 17	11,805 credits (24.7% of total) Fall 18	11,520 credits (25.4% of total) Fall 19	27% of total student credit hours

Benchmark: 27% of total student credit hours is achieved [28] (by 2024)

GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Goal 4, Objective A: Foster a culture of inclusion.

Performance Measures

I. Percentage of students enrolled from diverse populations. *Source: NIC Trends.* [CCM 105]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
77.9% White 11.2% Other 10.9% Unknown	76.4% White 12.2% Other 11.4% Unknown	78.3% White 13.2% Other 8.5% Unknown	77.8% White 14.5% Other 7.7% Unknown	Maintain a diverse, or more diverse population than the population within NIC's service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region [29] (by 2024)

Goal 4, Objective B: Promote a safe and respectful environment.

Performance Measures

I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. S*ource: Community College Survey of Student Engagement (CCSSE).* [CCM 106]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
38.5% Spring 17 National Average 55.1%	Survey administered on a two-year rotation; no data available	50.1% Spring 19 National Average 56.2%	Survey administered on a two-year rotation; no data available	Increase by 2% annually until the national average is met or exceeded

Benchmark: Increase by 2% annually until the national average is met or exceeded [30] (by 2023)

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

I. Number of degree seeking students who meet the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.* [CCM 174]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
New	No Data Collected	86% (226/262)	88% (2,752/3,123)	90%

Benchmark: 90% of degree seeking students (by 2024) [31]

Note: NIC started collecting proficiency outcome for all GEM courses in FY19. During the first year a limited number of courses were assessed. The college expects an increase in the number of courses assessed to increase as more faculty participate in the process. Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes.

GOAL 5: STEWARDSHIP

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

Performance Measures

I. Tuition revenue as a percentage of total revenue. *Source: NIC Trends.* [CCM 172]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
26.6%	24.5%	23.9%	23.1%	Total tuition revenue not to exceed 33.3% of revenue

Benchmark: Total tuition revenue not to exceed 33.3% of revenue [32] (by 2024)

II. Tuition and Fees and IPEDS rank for full-time, first-time, in-district students (full academic year) based on IPEDS definitions. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 130]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
$3,288 NIC Rank 72.7%	$3,360 NIC Rank 68.2%	$3,396 NIC Rank 72.7%	$3,396 NIC Rank 72.7%	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [33] (by 2022)

III. Auxiliary Services generates sufficient revenue to cover direct costs of operations. *Source: NIC Trends.* [CCM 170]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
$195,039 Net revenue	($41,047) Net loss *(see footnote)*	$22,927 Net revenue	($130,011) Net loss *(see footnote)*	Annual direct costs maintained

Benchmark: Annual direct costs maintained [34] (by 2025)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.

This objective is currently under review.

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures

I. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends.* [CCM 192]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
$0.98 per gross square foot $702,624/719,173 square feet	$0.99 per gross square foot $720,212/727,863 square feet	$0.94 per gross square foot $684,137/727,863 square feet	$0.86 per gross square foot $653,996/756,863 square feet	$0.90 per gross square foot

Benchmark: $0.90 per gross square foot [35] (by 2022)

KEY EXTERNAL FACTORS

- Changes in the economic environment, including the COVID-19 pandemic
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

EVALUATION PROCESS

- Details of implementation
  - The Executive Accreditation and Planning Team leads the President's Cabinet in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together the core values and the strategic plan guide NIC to mission fulfillment.
- Status of goals and objectives
  - North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
    - Is the data we are collecting providing information related to goal attainment?
    - Is additional data needed to better understand goal attainment?
    - Do the objectives need revision to reach goal attainment?
  - There were no substantial changes made to the goals and objectives in the past academic year.

RED TAPE REDUCTION ACT

Administrative Rules are promulgated through the State Board of Education. This information is contained in the State Board of Education's K-20 Strategic Plan.

Footnotes

[1] Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 62% and 66%. This measure is based on a six-year cohort, so initiatives targeted at completion may take longer to appear. This data reflects the credential-seeking cohort, which is determined by course taking behavior - students who earned a minimum of 12 semester credit hours by the end of their second year. NIC will discontinue the VFA survey after AY2021.

[2] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 3/8/2021. 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.

[3] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 3/8/2021. Data refreshes nightly so prior year trends may have changed slightly. Other Institutions excludes NIC. Students who graduate during a fall or winter term may not be fully represented.

[4] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Total awards by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data shown is as of March 18, 2021 and does not reflect what was previously reported to IPEDS.

[5] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Counts are unduplicated by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data shown is as of March 18, 2021 and does not reflect what was previously reported to IPEDS.

[6] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Job related placement = military, related to training, not related to training, or pursuing additional education. Percentages are calculated on respondents only. FY19 data is due to ICTE on April 30 so this data is not yet available, but coming soon.

[7] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits.

[8] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[9] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. FY20 numbers are pre-IPEDS submission.

[10] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. FY20 numbers are pre-IPEDS submission.

[11] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Based on a cohort of new students. Excludes non-degree seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests; Summer/Fall/Spring. Numbers revised February 2021. Refreshed nightly so numbers may change slightly, i.e. incomplete grade changes.

[12] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

[13] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. FY20 numbers (Fall 18 cohort) are pre-IPEDS submission and should be considered preliminary at this point.

[14] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

[15] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

[16] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[17] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Full year cohort, first-time degree-seeking, full and part time (IPEDS). Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253.

[18] Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Student-Faculty Interaction. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

[19] Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Support for Learners. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

[20] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually.

[21] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Slight change was made in methodology starting in 2016. Counts now include all active employees. Prior years reflected active employees who were paid within the fiscal year.

[22] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Reflects the total of the Faculty PIP, Staff PIP, and Professional Development Fund and all expenses in the staff development line item for the general fund departments. Does not include tuition waivers for NIC courses taken by NIC employees. FY20 is substantially lower due to COVID-related travel restrictions.

[23] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[24] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY20 includes Pharmacy Tech, Medical Lab Tech, Medical Assistant, Law Enforcement, Physical Therapist Assistant, Registered Nursing, and Practical Nursing.

[25] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[26] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[27] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[28] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both non-distance and distance student credit hours, end-of-term. Distance Learning is defined by Instructional Methods, including Internet, Blackboard Live, Hybrid, and IVC-receiving sites. FY19 (Fall 18 cohort) has been revised.

[29] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC Service Region comparison = 90% White, 8.2% Other, and 1.8% Unknown. Source = U.S. Census Bureau Quick Facts, July 2019.

[30] Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered “quite a bit” or “very much” to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.

[31] Proficiency outcomes were recently defined (spring 2021). GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing. Note: NIC started collecting proficiency outcome for all GEM courses in FY19. During the first year a limited number of courses were assessed. The college expects an increase in the number of courses assessed to increase as more faculty participate in the process. Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes.

[32] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[33] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

[34] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. The net loss in 19-20 is due to the pandemic. The deficit in 17-18 was due to an unusual increase in "other expenses" - $1.3M that resulted in a negative balance of $177K for residence hall income for that year. Stewardship is displayed by leveraging resources to contribute to the economic viability of NIC. Conference & Events (Schuler Performing Arts Center) has historically received General fund support due to its service related to instruction programs. The Student Wellness & Recreation Center is funded by student fees and building revenues. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Cardinal Card Office, Financial Services, Parking Services, Conference & Events, and the Student Wellness & Recreation Center.

[35] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

Appendix 1

Institution/Agency Goals and Objectives	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
GOAL 1: STUDENT SUCCESS: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life			
Objective A: Provide innovative, progressive, and student-centered programs and services.	✓	✓	
Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.		✓	✓
Objective C: Promote programs and services to enhance access and successful student transitions.		✓	
GOAL 2: EDUCATIONAL EXCELLENCE: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes			
Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.		✓	✓
Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.	✓		✓
Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.	✓	✓	
Objective D: Recognize and expand faculty and staff scholarship through professional development.	✓		
GOAL 3: COMMUNITY ENGAGEMENT -Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs			
Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.			✓

Objective B: Demonstrate commitment to the economic/business development of the region.			✓
Objective C: Promote North Idaho College in the communities we serve.		✓	
Objective D: Enhance community access to college.		✓	
GOAL 4: DIVERSITY - A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency			
Objective A: Foster a culture of inclusion.	✓		
Objective B: Promote a safe and respectful environment.	✓		
Objective C: Develop culturally competent faculty, staff and students.			
GOAL 5: STEWARDSHIP - Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources			
Objective A: Exhibit trustworthy stewardship of resources.		✓	
Objective B: Demonstrate commitment to an inclusive and integrated planning environment.	✓		
Objective C: Explore, adopt, and promote initiatives that help sustain the environment.			

Appendix 2

NIST Cybersecurity Framework Adoption Progress

North Idaho College (NIC) has adopted the National Institute of Standards and Technology (NIST) Framework and is currently aligning security practices to the framework and subcategories. NIC has worked with other CIO's and Security teams in Idaho Higher Education and have adopted the CSC controls along agreed upon exceptions where the nature of higher education limit the ability to satisfy each control fully (see exceptions below).

2021 CSC Controls Progress

Note: CIS Controls V7.1 – We have moved to the updated CIS model, which incorporates six Basic Controls and is a modification from the earlier five Controls (pre-2020):

Basic Control	Progress	Expected Substantial Completion	Exceptions	Notes
CSC 1:Inventory and Control of Hardware Assets	Implemented with exceptions.	Fall 2022	802.1x certificates for all devices	Impossible to do client certs for all devices. Also, 802.1x port authentication testing in one facility with plans to expand.
CSC 2: Inventory and Control of Software Assets	Implemented with exceptions	August 2018	Software Whitelisting	Currently implemented on all NIC owned machines. Due to nature of education and software, management of white listing every application is not feasible.
CSC 3: Continuous Vulnerability Management	Mostly Implemented with exceptions	August 2022	Scope of scanning limited to servers only.	Does not include third party/independent scanning. Scanning not implemented on end user workstations. Currently has scanning solution, yet is reviewing SCAP integrations.

CSC 4: Controlled Use of Administrative Privileges	Implemented with exceptions	December 2022	Scope of control limited to server core and network admin privileges.	All Windows Server Admin credentials now utilize controlled use of Admin Privileges. Currently working on project to remove admin privileges from user workstations.
CSC 5: Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers	Implemented with exceptions	June 2018	Secure configuration on Mobile Devices and Laptops	Currently done as best practices. Continue to align to NIST framework and document practices for standardization. NIC does not currently have a Security Content Automation Protocol (SCAP) tool. We continue to use secure configuration on servers.
CSC 6: Maintenance, Monitoring and Analysis of Audit Logs	Implemented with exceptions	March 2020	Scope of monitoring and analysis limited to servers only.	Very limited scope on workstations, mobile devices, and laptops. All servers have the audit logs maintained, monitored, and analyzed.

Note: Due to Covid-19 during the majority of 2020 / 2021, some of these timelines have changed to reflect adjustments.

NIST Cybersecurity Framework:
https://www.nist.gov/cyberframework

CIS Controls:
https://www.cisecurity.org/controls/cis-controls-list/

Strategic Plan

FY2022-FY2026

STRATEGIC PLAN

MISSION STATEMENT

The mission of the Career Technical Education (CTE) system is to prepare Idaho's youth and adults for high-skill, in-demand careers.

VISION STATEMENT

The vision of Idaho Division of Career ~~&~~ Technical Education (IDCTE) is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

GOAL 1

EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: *Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.*

Performance Measures:

I. The overall satisfaction levels of administrators and instructors with the support and assistance provided by CTE.

Baseline data/Actuals: Initial Survey 2016

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
3.46	**Survey not administered.**	**3.78**		**Improvement**

Benchmark: Annual improvement in satisfaction levels.[1]

Objective B: *Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.*

Performance Measures:

I. Full implementation of a Career ~~&~~ Technical Education Data Management System.

Baseline data/Actuals: 2009 development began

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
		New team formed to identify system output needs		**Analyze System Data**

Benchmark: By FY2021~~1~~2, begin development of data system~~analyzing system needs.~~[2]

II. ***Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.***

Baseline data/Actuals: FY2017 Actual -- Test data collected for each data element

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
100%	**100%**	**Unable to complete – no assessment data due to COVID-19**		**100%**

Benchmark: All pathway programs are subject to an annual desk audit.[3]

Objective C: *Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.*

Performance Measures:

I. ***A secondary program assessment model that clearly identifies the elements of a quality program.***

Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
Identified preliminary measures and secured ongoing funding	**Expanded the number of performance measures and identified strategies to collect the data**	**Measures expanded and defined**		~~**Identify comprehensive measures**~~ **Pilot model in FY2022 and implement in FY2023**

Benchmark: Identify ~~long-term strategies~~ schedule to comprehensively assess high quality secondary CTE programs with qualitative and quantitative review. This Program Quality Initiative is a subset of the Division's overall secondary program review process. Pilot model in FY2022 and implement in FY2023. [4]

Objective D: *Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.*

Performance Measures:

I. ***Secondary student pass rate for Technical Skill Assessment (TSA).***

Baseline data/Actuals: Baseline FY15 – 71.7

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
67.8	**67.2**	**No assessment data due to COVID-19**		**67~~.0~~6**

Benchmark: 67~~.0~~6 pass rate by FY2022~~19~~[5]

II. ***Positive placement rate of secondary concentrators.***

Baseline data/Actuals: Baseline FY15 – 94.1

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
94.4	**95.0**	**97.0**		**95~~4.3~~**

Benchmark: ~~94.3 placement rate by FY 2019~~Maintain placement rate at or above 95 percent.[6]

III. Implementation of competency-based SkillStack® micro-certifications for all relevant programs of study.

Baseline data/Actuals: Baseline FY16 – 0

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
20 of 52 = 38%	**26 of 52 = 50%**	**35 of 54 = 65%**		**~~54~~ 100%**

Benchmark: By FY202~~2~~5, implement SkillStack® for ~~54~~ 100 percent of programs[7]

IV. Number of programs that align with industry standards and outcomes.

Baseline data/Actuals: FY2017 Actual - 37

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
46 of 52 = 88%	**52 of 52 = 100%**	**52 of 54 = 96%**		**~~54~~ 100%**

Benchmark: Align ~~54~~ 100 percent of programs by FY202~~1~~3[8]

GOAL 2

EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: *Support State Board Policy III.Y by aligning similar first semester CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.*

Performance Measures:

I. Number of postsecondary programs that have achieved statewide alignment of courses in their first semester.

Baseline data/Actuals: Baseline FY16 – 0

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
20 of 52 = 38%	**26 of 52 = 50%**	**35 of 54 = 65%**		**~~54~~ 100%**

Benchmark: Align ~~54~~ 100 percent of programs by FY-202~~2~~5.[9]

Objective B: *Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model.*

Performance Measures:

I. Placement rate of postsecondary program completers in jobs related to their training.

Baseline data/Actuals: Baseline FY15 – 68

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
55.8	**62.3**	**69.7**		**65**

Benchmark: 65 placement rate by FY2024[10]

II. Positive placement rate of postsecondary program completers.

Baseline data/Actuals: Baseline FY15 – 84.7

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**

94.6	94.7	94.9		95~~.6~~

Benchmark: Maintain placement rate at or above 95 percent~~95.6 placement rate by FY 2019~~[11]

III. The percent of secondary CTE concentrators who transition to postsecondary education.

Baseline data/Actuals: Baseline FY17 – 35.5

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
44.8	**41.0**	**44.4**		**60**

Benchmark: 60 percent by FY2024 [12]

GOAL 3

WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: *Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.*

Performance Measures:

I. ***The percent of Workforce Training students who complete their short-term training.***

Baseline data/Actuals: FY2018 – Identify Baseline

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
93	**89**	**92**		**90**

Benchmark: 90 percent average completion [13]

Objective B: *Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.*

Performance Measures:

I. The percent of AE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).

Baseline data/Actuals: FY2016 – 33

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
39	**35**	**29**		**47**

Benchmark: By FY2023, 47% of AE students make measurable progress. [14]

Objective C: *Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.*

I. Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.

Baseline data/Actuals: FY 2016 – 89

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
60	**64**	**66**		**~~90~~67**

Benchmark: ~~90~~67% positive outcome rate annually. [15]

II. Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.

Baseline data/Actuals: Average 5,000 hours annually

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
7,382	**44,629**	**36,453**		**25,000**

Benchmark: Maintain an average of 25,000 contact hours annually.[16]

Key External Factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career ~~&~~ technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to IDCTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of IDCTE to conduct statewide data analyses.

Evaluation Process

Objectives will be reviewed at least annually (more frequently if data is available). The IDCTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, IDCTE will make requests through its budget and legislative requests to support the agency's goals and objective~~s~~

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[1] Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. FY20 results only include a response from secondary stakeholders.

[2] Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

[3] Based on IDCTE goal to improve program assessment process and 2018 legislative request for incentive funding.

[4] Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

[5] Federally negotiated benchmark. ~~FY19 targets were the last negotiated targets under Perkins IV. With Perkins V legislation, FY20 does not have any performance requirements. FY21 targets will be approved after the Strategic Plan deadline. After submission of our FY20 Strategic Plan, our historical data was updated (FY17 – FY18) to only include the approved vendor for our assessments~~.

[6] Based on IDCTE goal to ensure high placement rates for CTE programs. ~~Federally negotiated benchmark. FY19 targets were the last negotiated targets under Perkins IV. With Perkins V legislation, FY20 does not have any performance requirements.~~

[7] IDCTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

[8] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[9] Based on current rate of program alignment.

[10] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[11] Based on IDCTE goal to ensure high placement rates for CTE programs. ~~Federally negotiated benchmark. FY19 targets were the last negotiated targets under Perkins IV. With Perkins V legislation, FY20 does not have any~~

performance requirements. CSI provided updated numbers for FY19, this number is reflected on our Performance Measurement Report.

[12] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline. In the past, IDCTE used self-reported survey data for students that responded to a follow-up survey. Historical and current data includes (FY17 – FY19) students identified through National Clearinghouse data. This matches OSBE methodology.

[13] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[14] Federally negotiated benchmark. Results lower due to COVID-19.

[15] Based on goal of continuing current outcome rates. Statewide totals (FY18) are missing NIC data due to staff vacancies.

[16] Based on current average number of contact hours statewide (total hours per workshop * total participants per workshop). In FY19, Idaho State University accounted for 66% of all contact hours due to more staff working on these efforts. They also offered a new program that contributed to a substantial increase. The Although contact hours decreased due to COVID-19, the benchmark has increased since will be evaluated next year to see if growth is sustainable.

Cybersecurity Plans

The Division continues to comply with the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls, as required in June of 2018.

Red Tape Reduction Act

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.

Idaho State Department of Education

FY2022 – 2026

MISSION STATEMENT
The Idaho State Department of Education provides the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

VISION STATEMENT
Supporting Schools and Students to Achieve.

GOAL 1
Idaho students are ready for college and careers.

Objective A: Fully implement the Idaho Content Standards.

Idaho's plan for fully implementing the Idaho Content Standards uses a successful teacher coaching program. This coaching model invests human capital in local districts to meet community needs. Coaches focus on instructional shifts by working closely with teachers, helping them understand and apply the Idaho Content Standards.

Performance Measures:

I. Percentage of students placing as proficient/At Grade Level on the spring Idaho Reading Indicator (IRI) K-3.

2018-2019 School Year	Benchmark
69.7%[1]	Benchmark to be established after two years of data collection.

Notes: The new IRI by Istation was first administered during the 2018-2019 school year.

II. Percentage of students placing as proficient or advanced on the Idaho Standards Achievement Test.

	2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	2018-2019 School Year	Benchmark[2]
ELA 3rd	49.3%[3]	47.18%[4]	49.88%[5]	50.34%[6]	66.2% by 2022
MATH 3rd	52.2%[7]	50.23%[8]	52.17%[9]	52.81%[10]	68.1% by 2022
ELA 8th	53.6%[11]	52.32%[12]	53.87%[13]	53.57%[14]	69.1% by 2022
MATH 8th	38.5%[15]	38.71%[16]	41.08%[17]	40.64%[18]	59.0% by 2022
ELA High School	61.7%[19]	59.1%[20]	59.28%[21]	59.22%[22]	74.5% by 2022
MATH High School	30.8%[23]	32.1%[24]	32.87%[25]	33.45%[26]	53.9% by 2022

Objective B: Provide pathways to success post high school.

By providing increased flexibility (alternative methods) for students to demonstrate competency in satisfying state and local graduation requirements, the SDE will ultimately open multiple pathways to graduation. Targeted efforts for special education and gifted and talented students, along with Advanced Opportunities and GEAR UP programs, contribute to this strategy, as does increased adoption of mastery-based education.

Performance Measures:

I. Percentage of high school juniors and seniors participating in Advanced Opportunities, which includes: dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs.

2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	2018-2019 School Year	Benchmark
34.33%[27]	46.36[28]	54.41%[29]	54.19%[30]	60% by 2022

II. Percentage of Idaho high school graduates meeting SAT readiness benchmarks.

2017	2018	2019	Benchmark
34%[31]	33%[32]	32%[33]	60% by 2022

III. High school four-year adjusted cohort graduation rate.

Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Benchmark[34]
77.3%[35]	78.9%[36]	79.7%[37]	79.7%[38]	80.65%[39]	94.9% by 2022

Objective C: Expand participation in the Idaho Mastery Education Network (IMEN).

Schools across Idaho and the nation embrace mastery education to empower students to learn at their own pace. At its core, mastery education shifts the measurement of a student's ability to demonstrated mastery from simply clocking seat time devoted to a subject or grade level. The SDE created a voluntary network of schools that are starting to implement mastery. During the initial phases, the SDE convened these schools to learn from one another, offer support where appropriate, learn from their innovations and best practices and collect models for implementation to prepare for supporting additional schools in this shift. Senate Bill 1059, which was signed into law during the 2019 regular legislative session, removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The SDE will continue to evaluate state policy impact on mastery and work with stakeholders and the Idaho Legislature to remove any additional barriers to implementation.

Performance Measures:

I. Percentage of students in IMEN that meet their 3-year growth target.

ELA	Percent Making "Adequate" Growth[40]			
	2017	2018	2019	Benchmark
ELA - IMEN Cohort 1	60.1%	62.0%	62.1%	> Idaho Avg.
ELA - Idaho Average	60.9%	64.4%	65.4%	
Math - IMEN Cohort 1	45.3%	45.5%	46.4%	> Idaho Avg.

Math – Idaho Average	51.0%	53.8%	54.2%	

Notes: Nearly 1/3rd of the schools included in IMEN Cohort 1 are alternative schools. Adequate Growth is a measure of students on track to be proficient in three years. Analysis is restricted to students continuously enrolled in the state. The growth measure is only calculated for students in grades 4-8 with regular assessment scores in two consecutive years, thus the reported percentages are among students for whom this calculation was possible.

II. Number of schools participating in IMEN.

2017-2018 School Year	2019-2020 School Year	2020-2021 School Year
32[41]	48[42]	63[43]

NOTES: Senate Bill 1059, which was signed into law during the 2019 regular legislative session, removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The department will support, but not necessarily fund, all schools that wish to participate in Idaho Mastery Education.

GOAL 2

Education stakeholders are accountable for student progress.

Objective A: Increase support to low-performing schools.

Comprehensive Support and Improvement (CSI) schools represent the lowest performing 5% of Idaho's Title I schools and any non-title schools that fall within that band. These schools are identified and supported over three year periods in order to aid them in improving student outcomes.

Performance Measures:

I. Percentage of schools meeting CSI exit criteria.

Benchmark
90% by 2022

Notes: 2018-19 marks the first year of longitudinal data collection for the initial three-year cohort, which has since been extended based on COVID-19 disruptions, so there is no data to report at this time.

GOAL 3

Recruit and retain effective teachers.

Idaho, like many states, faces a critical shortage of teachers. Additionally, educators possessing fewer than four years of classroom experience make up a growing share of Idaho's teacher workforce. This trend is particularly acute in low-performing and high-poverty schools and common in classrooms of English language learners and students with disabilities. The shortage of qualified teachers, coupled with knowledge that we need our most experienced teachers with our highest need students means Idaho must both recruit new teachers and retain experienced teachers.

Objective A: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.

Performance Measures:

I. Teacher retention rate.

2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark
83.6%[44]	83.6%[45]	84.3%[46]	92%[47]

Key External Factors

Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

Evaluation Process

The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.

Appendix 1: OSBE K-20 Plan Alignment Matrix

	State Board of Education Goals		
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	**Goal 2: EDUCATIONAL ATTAINMENT**	**Goal 3: WORKFORCE READINESS**
SDE Goals and Objectives			
Goal 1: Idaho students are ready for college and careers.			
Objective A: Fully implement the Idaho Content Standards.	✓	✓	✓
Objective B: Provide pathways to success post high school.	✓	✓	✓
Objective C: Expand participation in the Idaho Mastery Education Network (IMEN).	✓	✓	✓
Goal 2: Education stakeholders are accountable for student progress.			
Objective A: Increase support to low performing schools.	✓	✓	✓
Goal 3: Recruit and retain effective teachers.			
Objective A: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.	✓	✓	✓

Appendix 2: Cybersecurity Plan

The State Department of Education recognizes that technology is in a constant state of fluctuation and works continuously to proactively identify and mitigate cybersecurity risks. In adherence with Executive Order 2017-02 the SDE has taken the following steps:

1. Adopted and implemented the NIST Cybersecurity Framework
2. Implemented the first five (5) Center for Internet Security Critical Security Controls (CIS Controls)
3. Developed employee education and training plans for mandatory cybersecurity training
4. Requires all SDE employees and contractors to complete annual cybersecurity training
5. Placed a link to the statewide cybersecurity website on all public SDE websites

Additionally, the SDE has taken the following steps:

1. Analyzed compliance with updated version of CIS Controls (version 7)
2. Reviewed and adapted policies and procedures to align with updated CIS Controls
3. Adapted current hardware and software configurations to align with updated CIS Controls while also evaluating new technologies, tactics, techniques, and procedures
4. Collaborated with other state agencies to standardize adoption of NIST Cybersecurity Framework
5. Collaborated with other state agencies to standardize incident response capability
6. Conducted code base reviews of critical applications
7. Implemented advanced threat monitoring tools
8. Applied enhanced network security controls

End Notes

[1] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-Spring-IRI-Results.xlsx

[2] Based on calculation approach used to generate long-term goals for all students and student groups in Idaho's Consolidated State Plan, March 28, 2019, http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf.

[3] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[4] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[5] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[6] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx

[7] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[8] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[9] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[10] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx

[11] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[12] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[13] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[14] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx

[15] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[16] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[17] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[18] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx

[19] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[20] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[21] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[22] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx

[23] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[24] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

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Idaho Division of Vocational Rehabilitation

FY2022 - 2026

Content and Format

The Strategic Plan (Plan) is divided into four sections. The first three sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each of the programs described, Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing, outline specific goals, objectives, performance measures, benchmarks and/or baselines for achieving their stated goals. The final section addresses external factors impacting IDVR.

Due to requirements outlined in the Workforce Innovation and Opportunity Act (WIOA) and from Rehabilitation Services Administration (RSA), IDVR programmatically operates under a Program Year instead of a Federal Fiscal Year. The Program Year aligns with Idaho's State Fiscal Year time period (July 1-June 30). All three programs under the Division adhere to state fiscal year reporting for this Plan. This Plan covers fiscal years 20221 through 20265.

This is the fourththird year of IDVR's Strategic Plan as a result of the significant changes resulting from the Workforce Innovation and Opportunity Act (WIOA) and the Division's latest Comprehensive Statewide Needs Assessment (CSNA), both of which impacted the goals and objectives for the Vocational Rehabilitation program. The changes resulting from WIOA also lead the Division to modify both the mission and vision statements to better reflect the focus on the dual customer; individuals with disabilities and employers. The Workforce Innovation and Opportunity Act dramatically shifted the performance measures for the VR program to be more in alignment with the other core WIOA programs. Rehabilitation Services Administration (RSA) has allowed VR programs time to collect the performance data necessary to establish baselines which will be used to establish levels of performance before negotiating expected targets for thesse new performance measures. State Year 2021 (PY2020) was ill be the first year for negotiations for one of the primary indicators; Measure Skill Gains. Negotiations for all other performance indicators will take place for State Year 2023 (PY2022). The majority of the Primary Performance Indicators (PPI) (except Measure Skill Gains) are lagging indicators and not available (N/A) for reporting this strategic Pplan. This Planstrategic plan reflects updated, complete PPI data for SY20198.

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 – Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.

Objective 1: Expand, monitor, and improve pre-employment transition services (Pre-ETS) to students with disabilities and similar services to youth.

Performance Measure 1.1: Number of students receiving Pre-employment Transition Services (Pre-ETS)

SY2017	SY2018	SY2019	SY2020	Benchmark
301	1180	885	1012	≥ ~~885~~1012

Benchmark: Greater than or equal to 1012~~885~~ for SY221 [1]

~~**Note:** Previous strategic plan 'benchmark' of 1147 was an error, the correct number (1180) was accurately reflected in the benchmark footnote.~~

Performance Measure 1.2: Number of youth applications for program participants under the age of 25.

SY2017	SY2018	SY2019	SY2020	Benchmark
812	856	738	586	≥ 586~~738~~

Benchmark: Greater than or equal to 586~~738~~ for SY221 [2]

Note: The reduction in Youth applications maybe be attributed to the impact of COVID. This reduction is similar to the reduction with all VR applications during this time period.

Objective 2: Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

Performance Measure 2.1: For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

SY2017	SY2018	SY2019	SY2020	Benchmark
N/A	81%	81.67%††	N/A†	≥ 60%

Benchmark: Greater than or equal to 60% for SY221 [3]

†: Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.

††: Formerly lagging and/or incomplete data is now available and updated in this plan.

Performance Measure 2.2
For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

SY2017	SY2018	SY2019	SY2020	Benchmark
N/A	70.9%	74.2%††	N/A†	≥ 50%

Benchmark: Greater than or equal to 50% for SY221 [4]
†: Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.
††: Formerly lagging and/or incomplete data is now available and updated in this plan.

Performance Measure 2.3: Number of Regions where Customized Employment is available.

SY2017	SY2018	SY2019	SY2020	Benchmark
3	3	2	0	8 Regions (100%)

Benchmark: All 8 Regions [5] (by SY23)
Note: Customized Employment stalled in SY20. New efforts are underway to launch a new pilot in SY2022.

Objective 3: Hire and retain qualified staff to deliver quality vocational rehabilitation services.

Performance Measure 1: Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

SY2017	SY2018	SY2019	SY2020	Benchmark
77.8%	74%	68%	70.5%	≥ 85%

Benchmark: Greater than 85% for SY221 [6]

Goal 2 – Improve VR program efficiency through continuous quality improvement activities.

Objective 1: Meet or exceed targets for the first five Primary Performance Indicators established by the US Department of Education, Rehabilitation Services Administration (RSA).

Performance Measure 2.1: Meet or exceed negotiated targets on the following five measures.

Performance Measure	SY2017	SY2018	SY2019	SY2020	Benchmark
1. Employment Rate – 2nd Qtr after Exit		55%	60.4%††	N/A†	≥ 65%
2. Employment Rate – 4th Qtr after Exit		53.1%	58.2%††	N/A†	≥ 55%
3. Median Earnings – 2nd Qtr after Exit		$3888	$4075††	N/A†	≥ 4680 per quarter
4. Credential Attainment		26%	33.1%††	N/A†	≥ 22%
5.Measurable Skill Gains		25.9%	35.3%	51.2%††	≥ 38.5~~20~~%

Benchmark: Greater than or equal to 65% [7], greater than or equal to 55% [8], greater than or equal $4680 per quarter [9], greater than or equal 22% [10], greater than or equal 38.5~~20~~% (this target was negotiated with RSA and will be adjusted annually based on actual performance and applying a statistical adjustment model [11] (all benchmarks will be negotiated by SY23):

†: Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.
††: Formerly lagging and/or incomplete data is now available and updated in this plan.

Objective 2.2: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

Performance Measure 2.2: Customer satisfaction rate.

SY2017	SY2018	SY2019	SY2020	Benchmark
88.5%	87.1%	80.1%	80.3%	≥ 90% satisfaction rate

Benchmark: Greater than or equal to 90% for SY221~~1~~ [12]

Objective 2.4: Collaborate with Community Rehabilitation Program partners to improve the quality of services.

Performance Measure 2.4: Of those cases using CRP employment services (non-assessment), the percentage which contributed to successful case closure.

SY2017	SY2018	SY2019	SY2020	Benchmark
N/A	43%	42.5%	43.13%	≥ 30%

Benchmark: Greater than or equal to previous year in SY221~~1~~[13]

Goal 3 – Meet the needs of Idaho businesses

Objective 3.1: IDVR to be recognized by the business community as the disability experts in the workforce system by providing employers with skilled workers who maintain employment with that employer.

Performance Measure 3.1.1: Retention Rate with the Same Employer the 4th quarter after exit.

SY2017	SY2018	SY2019	SY2020	Benchmark
N/A	37.2%	42.9%††	N/A†	≥ 50%

Benchmark: Greater than or equal to 50% for SY23 [14]

†: Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.

††: Formerly lagging and/or incomplete data is now available and updated in this plan.

Extended Employment Services

Mission

Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides individuals with the most significant disabilities employment opportunities either in a community supported or workshop setting.

Vision

Provide meaningful employment opportunities to enable citizens of Idaho with the most severe disabilities to seek, train-for, and realize real work success.

Goal #1 – Provide employment opportunities for individuals who require long-term support services through the Extended Employment Services program.

1. ***Objective***: *To provide relevant and necessary* long-term supports to assist individuals with the most significant disabilities to maintain employment.

Performance Measure 1.1: Number of individuals served.

SY2017	SY2018	SY2019	SY2020	Benchmark
838	819	764	703	≥ previous year performance

Benchmark: Greater than or equal to previous year in SY221~~1~~ [15]

Performance Measure 1.1: Number of individuals on the EES waitlist.

SY2017	SY2018	SY2019	SY2020	Benchmark
208	0	0	0	≤ on waitlist than previous year

Benchmark: Less than or equal to previous year in SY2~~1~~2 [16]

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. ***Objective***: Continue to provide information and resources.

Performance Measure 1.1: Track when information and resources are given to consumers.

FY2016	FY2018	FY2019	FY2020	Benchmark
4 addt'l brochures 56 FB posts	2 addt'l brochures 136 FB posts	20 Library loans 24 packages of information 112 FB posts	43 Library loans 90 pkgs of info 108 FB posts 667 clear masks & 11,340 paper masks distributed	Continue to create brochures, social interaction, & website development

Benchmark: 2 or more new brochures or information packets created in SY212 [17]

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. ***Objective***: Continue to increase the awareness.

Performance Measure 2.1: Deliver presentations and trainings to various groups through education and social media.

FY2017	FY2018	FY2019	FY2020	Benchmark
65	89	73	40	Presentations delivered

Benchmark: 4089 or more presentation delivered in SY2112 [18]

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).

FY2017	FY2018	FY2019	FY2020	Benchmark
12	14	64	48	Present to various local, state & federal agencies

Benchmark: Present at 1448 or more local, state and federal agencies in SY2221 [19]

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.

FY2017	FY2018	FY2019	FY2020	Benchmark
1,056 calls	1,160 calls	2,456 calls	5,777 calls	Maintain network through website, social media, brochures, telephone inquiries, & personal communication

Benchmark: Track all calls in SY2112 [20]
Note: Increased call volume due to COVID.

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.

FY2017	FY2018	FY2019	FY2020	Benchmark
Met	Met	Met	Met	Continued work with mental health personnel

Benchmark: Meet goal in SY212 [21]

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. Objective: The Council will make available copies of policies concerning deaf and hard of hearing issues.

Performance Measure 6.1: Materials that are distributed about public policies.

FY2017	FY2018	FY2019	FY2020	Benchmark
Met	Met	Met	Met	Facilitate meetings with various agencies and group

Benchmark: Meet goal in SY221 [22]

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.

FY2017	FY2018	FY2019	FY2020	Benchmark
50 ADA Issues	150 ADA Issues	168 ADA Issues	172 ADA issues	Create information resulting from ADA complaint

Benchmark: Track all complaints in SY212 [23]

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.

FY2017	FY2018	FY2019	FY2020	Benchmark
Completed	Completed	Completed	Completed	Submit accurate reports.

Benchmark: Complete~~d~~ for SY2021 ~~1~~ [24]

External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers served by the organization. Challenges in recruitment continue to be problamatic and persistent~~have been prevalent~~ over the past several years. Recruiting efforts have been stifled by low wages as compared to other Idaho state agencies as well as neighboring states. The Division continues to evaluate and implement new strateiges in an effort to improve the recruitment and retention rates of qualified personnel, e.g., providing tuition assistance. IDVR continues to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligbility for the Certified Rehabilitation Counselor (CRC).

State and Federal Economic and Political Climate

While Idaho has seen improvement in its economic growth over the past several years there are a variety of influences which can affect progress. Individuals with disabilities have historically experienced much higher unemployment rates, even in strong economic times. Furthermore, Idaho has one of the highest percentages per capita of workers in the country making minimum wage. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

IDVR is also affected by decisions made at the federal level. The Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act, bring substantial changes to the VR program. WIOA's changes aim to improve the nation's workforce development system through an alignment of various workforce programs and improve engagement with employers to address skilled workforce needs.

WIOA requires IDVR to implement substantial programmatic changes. These changes will impact policy development, staff training, fiscal requirements, and compliance reporting requirements. The most impactful changes continue to be –the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities. WIOA mandates state VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS) which are essentially services the Division was not previously providing prior to WIOA. This change will result in an agency which is shifting not only the population it serves but is serving that population in different and innovative ways. The Division's performance measures have also shifted significantly under WIOA. As a result, the current benchmarks for the federal

performance measures identified in this strategic plan present a high degree of error that will diminish as IDVR completes its transition to business as usual under WIOA, and new baselines are realized. The Division has diligently been working to address the new requirements and continues to move forward with the implementation of Pre-employment transition services and a strategic evaluation of the impact of these requirements. As previously mentioned, Vocational Rehabilitation programs are transitioning to ~~"baseline"~~ new performance measures and ~~to capture the required data before~~ negotiated~~ing~~ one performance measure with Rehabilitation Services Administration; ~~expected levels of performance with RSA, which is expected to take place for SY 2021 for one performance indicator;~~ Measurable Skill Gains. Additionally, almost all of the new performance measures are lagging indicators, several lag by more than one full year.

IDVR Cyber Security Plan

Idaho Division of Vocational Rehabilitation (IDVR) is supported by Information Technology Services (ITS), a Division under the~~)~~ Executive Office of the Governor, who has adopted of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and has implemented the first five Center for Internet Security (CIS) Controls, Critical Security Controls as of ~~-~~June 30, 2019.

The following solutions are currently in place or will be put in play to accomplish the first six Cyber Security Controls.

IDVR collaborates with ~~the~~ Information Technology Services~~Idaho Office of Administration~~ on:

- Exterior firewall management
- Internet and Malware filtering
- Ivanti is used internally to handle all:
  - Patch management
  - Device discovery
  - OS deployments/imaging management
  - License monitoring and Inventory controls
- Palo Alto Cortex XDR~~Traps~~ is used internally to manage all Antivirus monitoring
- DUO for two factor authentication for all elevated server functions and VPN Authentications.
- Mandatory Cyber Security Awareness training is handled by the Division of Human Resources (DHR) Knowbe4 training packages. All users must take this training annually and when initially employed with agency.
- A mobile device management (MDM) solution will be used to monitor and control cellular phone and security management of mobile devices in the near future. ITS's go forward solution for an MDM solution is being identified this year.

IDVR Red Tape Reduction Act Summary

IDVR administrative rules are promulgated through the authority of the State Board of Education. The Board's strategic plan will include the required information to address the Division's efforts to identity costly, ineffective, or outdated regulations.

Footnotes:

[1] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for students are a major focus under WIOA.
[2] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.
[3] Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.
[4] Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.
[5] Benchmarks are set based on an internal measure of performance and informed by the SRC, implementing the CE pilot services across the state is the goal.
[6] Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.
[7] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*
[8] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*
[9] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*
[10] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*
[11] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program will negotiate targets for this indicator in SY2021, negotiations are currently TBD. *(RSA-TAC-18-01, January 19, 2018)*
[12] Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; however, it is typically utilized as a threshold for quality performance.
[13] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.
[14] Benchmarks are established based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future year beginning with SY 2023. *(RSA-TAC-18-01, January 19, 2018) This* performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.

[15] Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.
[16] Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.
[17] Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[18] Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. CDHH has hired a part time Communications and Outreach Coordination to increase awareness and make presentations throughout the state. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[19] Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. CDHH partnered with JFAC to procure funding for a full-time interpreter and partnered with the Sexual Abuse/Domestic Violence Coalition. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[20] The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[21] Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[22] Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.
[23] Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.
[24] Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.

FY 2022-2026
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 SYSTEM ALIGNMENT
Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:
I. Number of DTV translators.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
47	47	47	46		46

Benchmark: 46 (by FY 2026)[1]

II. Percentage of Idaho's population within our signal coverage area.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
99.47%	98.8%	98.8%	98.8%		98.4%

Benchmark: 98.5% (by FY 2026)[2]

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:
Number of partnerships with other Idaho state entities and educational institutions.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
47	40	49	41		40

Benchmark: 40 (by FY 2026)[3]

Objective C: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.

Performance Measure:
Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
97.6%	**99.9%**	**99.9%**	**99.9%**		**100%**

Benchmark: 100% (by FY 2026)[4]

Objective D: Provide access to IdahoPTV new media content to citizens, anywhere that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
1,981,837	**1,584,947**	**2,263,398**	**1,635,238**		**1,850,000**

Benchmark: 2,000,000 (by FY 2026)[5]

II. Number of visitors to IdahoPTV/PBS video player.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
143,637	**128,877**	**230,522**	**504,332**		**100,000**

Benchmark: 250,000 (by FY 2026)[6]

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
11	**11**	**11**	**12**		**13**

Benchmark: 15 (by FY 2026)[7]

Objective E: 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.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
28,299	**35,095**	**25,480**	**24,853**		**25,000**

Benchmark: 25,000 (by FY 2026)[8]

Objective F: Contribute to a well-informed citizenry.

Performance Measure:
Number of broadcast hours of news, public affairs and documentaries.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
11,372	**12,624**	**11,755**	**11,947**		**13,000**

Benchmark: 13,000 (by FY 2026)[9]

Objective G: Provide relevant Idaho-specific information.

Performance Measure:
Number of broadcast hours of Idaho-specific educational and informational programming.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
1,568	**1,509**	**1,986**	**1,393**		**2,000**

Benchmark: 2,000 (by FY 2026)[10]

Objective H: Provide high-quality, educational television programming and new media content.

Performance Measure:
Number of awards for IdahoPTV media and services.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
49	**56**	**57**	**68**		**55**

Benchmark: 60 (by FY 2026)[11]

Objective I: Operate an effective and efficient organization.

Performance Measures:
I. Total FTE in content delivery and distribution.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
17	**22**	**21**	**18**		**<24**

Benchmark: Less than 24 (by FY 2026)[12]

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
Yes/Yes/Yes	**Yes/Yes/Yes**	**Yes/Yes/Yes**	**Yes/Yes/Yes**		**Yes/Yes/Yes**

Benchmark: Yes/Yes/Yes (by FY 2026)[13]

III. Work toward implementation of the Center for Internet Controls.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
*	**Yes**	**Yes**	**Yes**		**Yes**

Benchmark: Yes (by FY 2026)[14]
*New performance measure beginning FY18

SBoE GOAL 2: EDUCATIONAL READINESS
Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn for the next educational level.

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.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
*	*	*	**101**		**100**

Benchmark: 140 (by FY 2026)[15]
*New performance measure beginning FY20

II. Average number per month during the school year of local unique users utilizing PBS learning media.

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 Benchmark
*	*	*	**7,137**		**8,000**

Benchmark: 8,800 (by FY 2026)[16]
*New performance measure beginning FY20

KEY EXTERNAL FACTORS

Funding – Idaho Public Television's funding depends upon a combination of State General Funds; an annual grant from the Corporation for Public Broadcasting that receives its revenue from Congress; Federal grants; and private donations from individuals, corporations and foundations. All four of these sources are subject to changes in economic conditions, political considerations, and competition from other non-profits and government entities. The largest portion of funding for Idaho Public Television comes from voluntary private contributions. IdahoPTV already out performs its peers of other State-licensed PBS stations in the percentage of the population which supports it with donations. While the population of Idaho continues to grow, it is unrealistic to expect major increases in private giving.

Regulatory Changes – With the greatest portion of Idaho Public Television funding coming from private contributions, the changes to federal tax policy has the distinct potential to negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs and to make sure our content and services are available when and where viewers want to access them. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard. Significant new funding will need to be obtained to make this technology change happen. Unlike the change from analog to digital, there are currently no Federal grant programs available to fund this transition.

EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives, an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, APTS, and NETA.

We have a statewide advisory Friends board, currently 30 directors, with broad community and geographic representation. This board meets formally on a quarterly bases. It serves as a community sounding board to provide input.

Through Nielsen data, Google 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. Each quarter, we prepare and post on the FCC website lists of programs we air that provide the station’s most significant treatment of community issues.

Recently, Idaho Public Television was successful in obtaining a number of private and federal grants to provide educational services to teachers, students and parents. As part of those grants, we will be conducting research on the impact these education initiatives are having on the populations served.

Recently, IdahoPTV has begun to do qualitative and quantitative research on new and existing programs. Research has been executed by external entities to design content, define platform use, and metrics for success. It has proved a useful tool to launch a new series or re-engineer an existing one. External groups have provided surveys and analytics, demographic data, environmental scans, content audits and communications plans. We see this as a way to better understand and serve all Idahoans on all platforms.

1. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
2. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
3. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
4. Benchmark is based on industry standard and the desire to reach underserved and disabled populations.
5. 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.
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 an analysis of historical trends combined with desired level of achievement.
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 industry standard combined with desired level of achievement.
12. Benchmark is based on industry standard combined with analysis of workforce needs.
13. Benchmark is based on industry standard of best practices.
14. Benchmark is based on industry standard of best practices. Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.
15. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
16. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

University of Idaho

AGRICULTURAL RESEARCH & EXTENSION SERVICE

STRATEGIC PLAN 2022 - 2026

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2022-2026

MISSION STATEMENT

The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:

- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT

The College of Agricultural and Life Sciences values:

- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

VISION STATEMENT

We will be the recognized state-wide leader and innovator in meeting current and future challenges to support healthy individuals, families and communities, and enhance sustainable food systems. We will be respected regionally and nationally through focused areas of excellence in teaching, research and outreach with Extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

GOAL 1

Innovate: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Performance Measures:

I. Number of grant proposals submitted per year, number of grant awards received per year, and amount of grant funding received per year.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
351	**327**	**345**	**397**	**350**
214	**280**	**248**	**238**	**300**
$18.5M	**$17.8M**	**$17.4M**	**$17.2M**	**$27M**

Benchmark: An annual increase of 8% in funding received through both an increase in submissions (350) and awards (300) to reach $27 million in research expenditures by 2025[1].

Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Performance Measures:

I. Number of graduate students (PhD only).

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
53	**46**	**49**	**61**	**60**

Benchmark: Increase the number of graduate students to 60 by 2025[2].

II. Number of technical publications generated/revised.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
196	**212**	**185**	**154**	**240**

Benchmark: Increase the number of technical publications to 240 by 2025[3].

GOAL 2

Engage: Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

Performance Measures:

I. Number of individuals/families benefiting from Outreach Programs.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
360,258	**405,739**	**425,128**	**440,793**	**430,000**

Benchmark: Increase the number of individuals/families benefiting from Outreach Programs to 430,000 by 2025[4].

[1] To attain the University of Idaho's goal of $135 million in research expenditures by 2025, AERS will need to increase grant funding by 8% annually to maintain the college's current proportion of university research expenditures at 20%. The number of grants submitted and received is an increase of 8% and 25%, respectively, over the average of the past 4 years.
[2] To attain the University of Idaho's goal of 380 by 2025, AERS will need to increase the number of graduate students (PhD students only) to 60 to maintain the college's current proportion of university graduate students at 16%.
[3] To attain the goal of 240 technical publications, AERS will need to increase output of 5% annually over the average output for the past 4 years.
[4] To attain the University of Idaho Extension goal of 430,000 by 2025, AERS will need to increase the direct teaching contacts by an average of 6% over the contacts for the past year.

II. Number of Youth Participating in 4-H

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
65,455	**70,170**	**72,766**	**73,478**	**75,000**

Benchmark: 75,000 participants in 4-H[5]

Key External Factors

- Changes in county, state, federal and industry supported research and extension funding could impact ARES activities.
- Change in the public's trust in research-based education.
- Comparison of salary and benefits with peer institutions continues to hamper our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service.
- Maintenance and replacement of ageing infrastructure continues to impact research and extension productivity. Finding resources to meet these needs is imperative.

Evaluation Process

The Dean's Advisory Board with stakeholders and representatives from agencies in Idaho meets twice annually to review goals and performance of Agricultural Research and Extension. In addition, units (academic departments and extension districts) within the College of Agricultural and Life Sciences also have advisory boards that provide feedback toward those individual unit strategic plans and the performance toward those goals. All of the plans fit under the University of Idaho's Strategic Plan.

[5] To attain the goal of 75,000 youth participating in 4-H by 2025, AERS will need to increase by 4.4% annually over the average participation for the past 4 years.

University of Idaho Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN

FY2022-FY2026

Forest Utilization Research and Outreach (FUR)

MISSION STATEMENT

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. The program also assesses forest products markets and opportunities for expansion, the economic impacts of forest and rangeland management activities, and the importance of resource-based industries to communities and the state's economic development. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full spectrum of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

AUTHORITY and SCOPE

The Forest Utilization Research (FUR) program is authorized by Idaho Statute to enhance the value and understanding of vital natural resources and associated industry sectors via the Policy Analysis Group, Rangeland Center, Experimental Forest, Forest and Seedling Nursery, and Mica Creek Watershed Project through research, education and outreach to legislators, industry and the Idaho citizenry.

GOAL 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.

Objective A: *Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.*

Performance Measures:

I. Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19 (2018-2019**	**FY20 (2019-2020)**	**FY21 (2020-2021)**	**Benchmark**
46 participants	**46 participants**	**48 participants**	**51 participants**	**52 participants**	**52 participants**	**20% growth**

Benchmark: *Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.*[1] (BY FY2024)

II. Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19 (2018-2019)**	**FY20 (2019-2020)**	**FY21 (2020 – 2021)**	**Benchmark**
26 courses	**23 courses**	**24 courses**	**25 courses**	**26 courses**	**26 courses**	**15% growth**

Benchmark: *Number of courses using FUR funded projects, facilities or equipment during instruction.*[2] (BY FY2024)

Objective B: *Emphasize scholarly and creative outputs that reflect our research-extension and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.*

Performance Measures:

I. An accounting of products (e.g., research reports, economic analyses, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19 (2018-2019)**	**FY20 (2019-2020)**	**FY21 (2020 – 2021)**	**Benchmark**
43 products	**31 products**	**32 products**	**33 products**	**34 products**	**34 products**	**15% growth**

Benchmark: *Numbers and types of products and services delivered and stakeholders serviced.*[3] (BY FY2024)

II. An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19 (2018-2019**	**FY20 (2019 – 2020)**	**FY21 (2020 – 2021)**	**Benchmark**
15 referred articles	**13 referred articles**	**14 referred articles**	**15 referred articles**	**16 refereed articles**	**16 refereed articles**	**25% growth**

Benchmark: *Number of peer reviewed reports and referred articles produced using FUR funding, facilities or equipment.*[4] (BY FY2024)

GOAL 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

Objective A: *Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.*

Performance Measures:

I. ***Document cases: Communities served and resulting documentable impact; Governmental agencies served and resulting documentable impact; Non-governmental agencies served and resulting documentable impact; Private businesses served and resulting documentable impact; and Private landowners served and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts.***

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19 (2018 - 2019**	**FY20 (2019-2020)**	**FY21 (2020 – 2021)**	**Benchmark**
	New measure	**1,100 participants**	**1,750 participants**	**1,850 participants**	**1,850 participants**	**50% growth**

Benchmark: Number of external participants served.[5] (BY FY2024)

GOAL 3: Financial Efficiency and Return on Investment (ROI)

Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)

Objective A: *Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.*

Performance Measures:

I. ***New funding sources from external granting agencies, private and public partnerships and other funding groups.***

Baseline data/Actuals:

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19 (2018-2019)**	**FY20 (2019-2020)**	**FY21 (2020 – 2021)**	**Benchmark**
New Measure	**13 new projects**	**14 new projects**	**15 new projects**	**16 new projects**	**16 new projects**	**25% growth**

Benchmark: *Number of new research projects leveraged using external funding.*[6] (BY FY2024)

Key External Factors

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; and (4) changing demand for the state and region's ecosystem services and products.

Evaluation Process

Quarterly status meetings between FUR units, including PAG, Rangeland Center, Experimental Forest, Research Nursery, and Mica Creek Watershed Project to ensure coordinated work, identification of new opportunities, and projects. Assessment of external proposals and new funding sources for leveraging for match opportunities to increase impacts of research, outreach, and technology transfer. Annual review of strategic plan to determine applicable progress toward benchmark and growth.

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[1] Increased staff resources in 2016 will allow us to involve more faculty, staff, students and constituency groups in FUR-related scholarship activities.

[2] Based on College and program goals to enhance coordination of course offerings and research.

[3] Based on critical need to communicate with external stakeholders, and increase the pace of products produced.

[4] Increased staff resources in 2016 focused on research will increase scientific outreach and communication.

[5] New measure based on UI and college strategic goal to increase involvement and communication with external stakeholders. Benchmark established from internal analysis of recent year participants served.

[6] Based on analysis of projects started and completed in recent years, staff capacity, and critical need to increase the pace of projects completed annually

Appendix 1

Institution/Agency Goals and Objectives	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	*Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT*	*Goal 3: DATA-INFORMED DECISION MAKING*	*Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM*
GOAL 1: SCHOLARSHIP and CREATIVITY ***Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.***				
Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship	✓		✓	✓
Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.	✓	✓	✓	
GOAL 2: OUTREACH and ENGAGEMENT ***Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.***				
Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.				✓
GOAL 3: FINANCIAL EFFICIENCY and RETURN ON INVESTMENT ***Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)***				
Objective A: Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.		✓	✓	

IDAHO
GEOLOGICAL SURVEY

University of Idaho

STRATEGIC PLAN
FY2022 - FY2026

The Idaho Geological Survey (IGS) is a non-regulatory state agency that leads in the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

MISSION STATEMENT

The Survey's mission is to provide the state with timely and relevant geologic information. Members of the IGS fulfill this mission through applied geologic research and strong collaborations with federal and state agencies, academia, and the private sector. IGS research focuses on geologic mapping, geologic hazards (earthquakes and landslides), hydrogeology (surface and groundwater evaluation), geothermal energy, oil and gas, and metallic and industrial minerals. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The IGS is also engaged in dissemination of historic mining records, community service, and earth science education. As Idaho grows, demand is increasing for geologic and geospatial information related to energy, mineral, and water resource development, and landslide and earthquake hazards.

VISION STATEMENT

IGS is committed to the advancement of diverse disciplines within the geosciences and emphasizes the practical application of geology to benefit society. The Survey seeks to accomplish its responsibilities through service and outreach, research, and education.

AUTHORITY

Idaho Statutes, Title 47, Chapter 2 provides for the creation, purpose, duties, reporting, offices, and Advisory Board of the IGS. The Statutes specify the authority to conduct investigations, establish cooperative projects, and seek research funding. The IGS publishes an Annual Report as required by its enabling act.

GOAL 1: Service and Outreach

Achieve excellence in collecting and disseminating geologic information and mineral data to the public, governmental agencies, elected officials, educational institutions, civic and professional organizations, and the mining, energy, agriculture, utility, construction, insurance and banking industries. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections, and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Statute 33-2505).

Objective A: Develop and publish survey documents

Initiate and develop research initiatives and publish geological maps, technical reports, and data sets.

Performance Measures:

I. Number of Published Reports on Geology/Hydrogeology/Geohazards/Mineral & Energy Resources.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
31	**11**	**11**		**11**

Benchmark: The number and scope of published reports will be equal to or greater than the last full fiscal year reported, given comparable scope and staffing levels.[1]

Objective B: Deliver statewide geologic information and products via website

Create and deliver IGS products and publications to the general public, state and federal agencies, and cooperators in an efficient and timely manner. Products include GIS data sets, reports, map publications, and web map applications.

Performance Measures:

I. Number of website viewers.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
487,249	**402,834[2]**	**278,919[2]**		**~~140~~279,000**

Benchmark: The number of website viewers (excluding robot searches) will be equal to or greater than the last full fiscal year reported.[1,3]

II. Number of website products used or downloaded.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
229,893	-------[4]	-------[4]		**40,000**

Benchmark: The number of website products used or downloaded will be equal to or greater than the last full fiscal year reported.[1,3]

Objective C: Sustain Idaho State Documents Depository Program and Geo~~R~~Ref Catalog (International)

Deliver all IGS products and publications to the Idaho Commission for Libraries for cataloging and distribution to special document collections in state university libraries and deliver digital copies of all products and publications to GeoRef for entry in their international catalog of geologic literature.

Performance Measures:

I. Percentage of Survey documents available through these programs.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
~99%	**~99%**	**~99%**		**~99%**

Benchmark: All newly published IGS documents will be made available through these programs.[5,4]

Objective D: Sustain voluntary compliance

Sustain voluntary compliance with uploads of new geologic mapping products published at the Idaho Geologic Survey to the National Geologic Map Database Website managed by the U.S. Geological Survey.

Performance Measures:

I. Percentage of published Geologic Maps that are uploaded to the national website depicting detailed geologic mapping in Idaho.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
100%	**100%**	**100%**		**100%**

Benchmark: All geologic maps that are published at the IGS each year will be uploaded to this website.[5,4]

GOAL 2: Research

Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies, and industry partners.

Objective A: Sustain and enhance geological mapping

Sustain and enhance geological mapping and study areas of particular interest including those with economic potential and geohazard concerns.

Performance Measures:

I. **Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards.**[5]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
37.9%	**38.2%**	**38.2%**[6]		**38.6%**

Benchmark: Increase the cumulative percentage of Idaho's area covered by modern geologic mapping.[7][6]

Objective B: Sustain and build external research funding

Sustain existing state and federal funding sources to maintain research objectives for the IGS. Develop new sources of funding from private entities such as oil and gas, mining, and geothermal energy companies that are exploring and developing geologic resources in Idaho.

Performance Measures:

I. **Increase externally funded grant and contract dollars with a focus of securing new sources of funding from the private sector.**

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
$393,622	**$396,556**	**$639,902**		**$500,000**

Benchmark: Increase externally funded grant and contract dollars compared to five-year average.[7][6]

GOAL 3: Education

Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

Objective A: Provide earth science education

Develop and deliver earth science education programs, materials, and presentations to public and private schools.

Performance Measures:

I. **Number of educational programs provided to public and private schools and the public at large.**

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
19	**18**	**48**[8]		**18**

Benchmark: The number of educational and public presentations will be equal to or greater than the last full fiscal year reported.[9][7]

Key External Factors
Funding:
Achievement of strategic goals and objectives is dependent on appropriate state funding.

External research support is partially subject to competitive federal funding, and some federal programs require a state match.

Consistent state funding is critical given the Survey's commitments to provide deliverables that include digital geologic maps, reports on mineral exploration, oil and gas exploration, water resource assessment, and geologic hazards (seismic and slope stability), along with archiving older, unpublished mining records.

With the assistance of the Survey's Advisory Board, we are receiving valuable advice, as we seek partnerships with state and private entities to produce non-proprietary products accessible through the Survey's website.

Demand for services and products:
Changes in demand for geologic information due to energy and mineral economics play an important role in the achievement of strategic goals and objectives. State population growth and requirements for geologic and geospatial information by public decision makers and land managers are also key external factors that are projected to increase over time.

Aspirational Goals for the IGS:

- Increase public outreach and promote the state's resource-based economy.
- Implement an interdisciplinary geologic study of the Treasure Valley region that will connect surface geologic mapping, oil and gas subsurface work, hydrogeology, and geologic hazards.
- ~~Understand the southwest Idaho oil and gas play's source and reservoirs, as well as conduct baseline evaluations of the favorable structures in southern and southeast Idaho.~~
- Build a functional hazards program that will coordinate with the Idaho Office of Emergency Management and other agencies to focus on geologic hazard assessments and protection of human lives, homes, and the state's infrastructure such as pipelines, roads, railroads, and dams.
- Coordinate with various surface water and groundwater data collection and administrative agencies to assess watersheds in focus areas of the state and increase outreach and understanding of water resource issues.
- Improve understanding of mineral systems and ore deposits that are currently being mined and explored including cobalt, phosphate, silver, gold, critical minerals, and rare earth elements.
- Continue to work with the Idaho Geologic Mapping Advisory Committee to develop a 5- to 10-year geologic mapping plan, while executing ~~on~~ the statewide effort of new modern geologic mapping at~~d~~ detailed scale.~~.~~
- Improve the scientific understanding of the southwest Idaho oil and gas play's source and

reservoirs, as well as conduct baseline evaluations of the favorable structures in southern and southeast Idaho.

- Improve the Survey's website and web map applications to accommodate visualization and interaction through mobile devices for ease of public use.

Evaluation Process
An annual review of existing benchmarks and goals is necessary to ensure that IGS is successfully executing its strategic plan and providing relevant and timely geologic and geospatial information to the public on the Survey's website. New technologies will be continually evaluated on an annual basis to ensure IGS is providing its data and publications in a user-friendly format that is easily accessible to the public.

Red Tape Reduction Act
Please See the State Board of Education strategic plan for Red Tape Reduction Act information.

Cyber Security Plan
As a functional part of the University of Idaho the Idaho Geological Survey is subject to the University of Idaho Cyber Security Plan.

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[1] These benchmarks are set based on existing resources and projected increases for this area. No additional resources were projected at the time of setting this benchmark, therefore a minimal increase would indicate growth in this area and increase efficiencies.
[2] Number of Website Viewers reported is a minimum estimate.
[3] Due to the ongoing implementation of a different web statistic tool on our website, the actual measures may be different than what was reported in past Performance Reports or Strategic Plans, and the benchmark set for FY22 may not be that meaningful.
[4] We do not have the data to calculate this measure at this time due to the ongoing implementation of a different web statistic tool on our new website.
[5][4] This benchmark is based on current levels of performance and maintaining the current high level.
[6][5] ~~It was determined percentage of geologic map coverage was calculated incorrectly in the past. Calculations have been corrected here.~~Although field work was completed and data were collected in FY20, deliverable product submission has been delayed due to COVID-19. Therefore, there is no increase in published geologic mapping coverage in FY20, and the coverage of geologic mapping remains at 38.2%.
[6][7] This benchmark is dependent in part on the ability to receive external grants to broaden areas not already covered. Due to the increasingly competitive nature of external grant funding it is determined that a simple increase of areas covered was a more meaningful measure than a set number of projects.
[8] Increase in number of educational programs in FY20 was a result of increased interest and opportunities to provide information and programs on the Stanley Earthquake of March 31, 2020.
[9] This benchmark is based on existing resources (including staff time) to provide presentations and developing educational partnerships to provide new venues for additional presentation above and beyond the current partnerships with public schools and postsecondary institutions.

University of Idaho

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program STRATEGIC PLAN FY2022- 2026

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program Strategic Plan FY2022-2026

MISSION STATEMENT
Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

VISION STATEMENT
To improve the health and productivity of Idaho's food-producing livestock through training of senior veterinary students in the WIMU program focused on food animal medicine in support of the importance of animal agriculture in Idaho.

VALUES STATEMENT
The WIMU program values:

- excellence in creative instruction,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

GOAL 1
Transform: Increase our educational impact

Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.

Performance Measures:

I. Offer elective rotations in food animal medicine for experiential learning opportunities.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
40	**39**	**34**	**38**	**40**

Benchmark: Attain enrollment of 40 senior veterinary students into these optional rotations[1].

Objective B: Foster educational excellence via curricular innovation and evolution.

Performance Measures:

I. Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP).

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
11	**8**	**11**	**0[2]**	**12**

[1] Based on internal standards as a measure of program quality
[2] Program was not offered due to COVID-19 restrictions for internships

Benchmark: Offer spots for 12 students annually[3].

Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.

Performance Measures:

I. Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
5/45%	**3/30%**	**8/73%**	**6/55%**	**7/65%**

Benchmark: Over each 4-year period, at least 7 Idaho resident graduates (65%) become licensed to practice veterinary medicine in Idaho annually[4].

GOAL 2

Innovate: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Performance Measures:

I. Number of grant awards received per year and amount of grant funding received per year by WIMU faculty.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
2/$112,000	**1/$12,000**	**3/$131,500**	**2/$112,000**	**4/$200,000**

Benchmark: Receive 4 grant awards for $200,000 in funding annually by 2025[5].

Key External Factors

Veterinary education through general food animal, small ruminant, beef and dairy blocks offered by University of Idaho faculty are undergoing a transition to improve student access to animals. The change in teaching is in direct consultation with the Washington State University College of Veterinary Medicine. Hiring of faculty to support this transition is underway.

Evaluation Process

Veterinary Medical Education received national accreditation after the review in the fall 2017; the contribution of the University of Idaho to veterinary education was a part of that review. In addition, the Department of Animal and Veterinary Science at the University of Idaho and the Food Animal faculty at WSU CVM meet annually to examine curricular changes, performance of food animal block rotations, and overall performance by the WIMU veterinary medical education program related to the measures in this evaluation. The groups also work jointly to find new faculty for the program when openings occur.

[3] Based on internal standards as a measure of program quality
[4] Based on national standards for return rates of similar programs
[5] Based on internal standards as a measure of faculty quality

WWAMI

Idaho WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program

Strategic Plan 2022 - 2026

WWAMI is Idaho's state funded medical school and is under the leadership and institutional mission of the University of Idaho, in partnership with the University of Washington School of Medicine (UWSOM) since 1972. In August 2015, we began a new UWSOM medical school curriculum at all six regional WWAMI sites. Students started with a multi-week clinical immersion experience—intensively learning the clinical skills and professional habits to serve them throughout their careers. For their first 18 months, students spend a full day each week learning and practicing clinical skills in a community primary care clinic and in workshops. This is in addition to their hospital-based "Colleges" training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for up to 4 terms, instead of the previous 2 terms. It also provides our medical students with the option to spend the majority of all four years of medical education in the State of Idaho. WWAMI now enrolls 40 first year and 40 second year students for a total overlap of 80 students in fall semester at the Moscow campus.

Since 2013, we have grown the number of medical students in the Idaho WWAMI Targeted Rural and Underserved Track (TRUST). The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM's network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions.

Students continue their academic training over the summer between their first and second year in a structured experiential learning environment. Following the 18-month curriculum (Foundations Phase), many students will stay on the Moscow campus for an additional 2 months utilizing the resources at the University of Idaho as they prepare for their board examinations. During this time, a majority of our medical students are utilizing University of Idaho facilities and resources at the WWAMI Moscow site. In addition, some of our students utilize the Water Center WWAMI facility in Boise. This board preparation time is critical for the students' success and is something that we have developed more programing and resources to support.

The University of Idaho is the medical education home for the State of Idaho. Idaho-WWAMI supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

MISSION STATEMENT

The University of Idaho and the University of Washington School of Medicine are dedicated to improving the general health and well-being of the public. In pursuit of its goals, the School is committed to excellence in biomedical education, research, and health care. The School is also dedicated to ethical conduct in all of its activities. As the preeminent academic medical center in our region[1] and as a national leader in biomedical research, we place special emphasis on educating and training physicians, scientists, and allied health professionals dedicated to two distinct goals:

- Meeting the healthcare needs of our region, especially by recognizing the importance of primary care and providing service to underserved populations.
- Advancing knowledge and assuming leadership in the biomedical sciences and in academic medicine.

The School works with public and private agencies to improve health care and advance knowledge in medicine and related fields of inquiry. It acknowledges a special responsibility to the people in the states of Washington, Wyoming, Alaska, Montana, and Idaho, who have joined with it in a unique regional partnership. The School is committed to building and sustaining a diverse academic community of faculty, staff, fellows, residents, and students and to assuring that access to education and training is open to learners from all segments of society, acknowledging a particular responsibility to the diverse populations within our region.

The School values diversity and inclusion and is committed to building and sustaining an academic community in which teachers, researchers, and learners achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation.

VISION STATEMENT
Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

GOAL 1
INNOVATE – Scholarly and creative work with impact

Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse partners.

Performance Measure:
The number of WWAMI rural summer training in the Rural Underserved Opportunities Program (RUOP) placements in Idaho each year.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**Benchmark**
29	**24**	**20**	**20**	**20**

Benchmark: 20 rural training placements following first year of medical education [6] During the past summer, 20 WWAMI students completed a Rural Underserved Opportunities Program (RUOP) experience in Idaho.

Performance Measures:
Percentage of Idaho WWAMI students participating in medical research (laboratory and/or community health).

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
100%	**100%**	**100%**	**87%***	**100%**

Benchmark: Internally set benchmark as measure of program quality - 100%. The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity. Currently only 49% of medical schools have a research requirement.[4]
**Reduction as a result of COVID-19 and graduation research requirement being waived.*

Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

Performance Measure:
WWAMI faculty funding from competitive federally funded grants**.**

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**Benchmark**
$1M	**$2M**	**$2.5M**	**2.2M**	**$1.4M**

Benchmark: $1.4M [3] The benchmark for this objective is $1.4M annually, through 2026. In FY21, WWAMI-affiliated faculty at UI has successfully brought in $2.2M of research funding into Idaho from agencies such as the National Science Foundation (NSF), the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). In 2018, the University of Idaho WWAMI launched its ECHO Idaho program and is growing this evidence-based learning model that develops knowledge and capacity among healthcare providers. Over the past 3 years, Idaho Project ECHO has been successful in bringing in over $2M in multiple grant funding to be used to expanding the program throughout Idaho. In 2018, UI WWAMI launched its first Northern Idaho Health Education Center, a subcontract through the University of Washington Medicine. This $385,000, five-year grant continues to help develop and implement education and training activities within the pipeline and strengthen partnerships in rural communities throughout the State of Idaho.

GOAL 2
ENGAGE – Outreach that inspires innovation and culture

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal and global issues, support economic drivers and/or promote the advancement of culture.

Performance Measure:
Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**Benchmark**
50%	**51%**	**51%**	**50%**	**55%**

Benchmark: target rate – national average or better. The benchmark is 55% and the national average of students that return to their native state to practice medicine is 39% [2]. In Idaho, the return rate is 50%.

Performance Measure:
Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**Benchmark**
75%	**75%**	**75%**	**72%**	**70%**

Benchmark: target ratio – 70% [9] The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 70%. The current ROI is 72%. The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and other medical learners in the state competing for limited clerkship and residency positions.

Performance Measure:
Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, pediatrics, med-peds, and OB/GYN specialties for residency training each year.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**Benchmark**
67%	**61%**	**68%**	**58%**	**50%**

Benchmark: 50% or more of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year [8] *The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in Idaho (family medicine, general internal medicine, med-peds, psychiatry, general surgery, and OB/GYN specialties). The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and limited graduate medical education options in Idaho and the nation. Currently there is national crisis related to a shortage of medical residencies.*

GOAL 3
TRANSFORM – Increase our educational impact

Objective A: Access – Provide greater access to educational opportunities to meet the evolving needs of society.

Performance Measures:
The total number of Idaho WWAMI applicants per year and the ratio of Idaho applicants per funded medical student.

FY18 (2017 – 2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**Benchmark**
163 (4.075:1)	**183 (4.575:1)**	**184 (4.6:1)**	**182 (4.6:1)**	**5:1**

Benchmark: National ratio of state applicants to medical school per state-supported students.[1]
The benchmark is the national ratio of state applicants to medical school to the number of state supported positions. Since the number of WWAMI students has increased and the number of applicants has remained relatively the same, we expect the ratio to increase, thus the benchmark was moved closer to the national ratio. In FY21, the ratio of applicants in Idaho to the number of available positions was 4.6:1; the national ratio of ***in-state applicants*** *to available positions is 17:1.*
https://www.aamc.org/download/321442/data/factstablea1.pdf

Objective B:
Foster educational excellence via curricular innovation and evolution – Provide excellent medical education in biomedical sciences and clinical skills.

Performance Measure:
Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**Benchmark**
95%	**96%**	**98%**	**98%**	**96%**

Benchmark: U.S. medical student pass rates, Steps 1 & 2 is 96% for U.S. M.D. medical school graduates. [5]
The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.

Performance Measure:
The number of WWAMI medical students completing Idaho WWAMI Track clerkships in Idaho each year.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**Benchmark**
28	**29**	**25**	**25**	**40**

Benchmark: 40 clerkship* students are allowed each year to complete the Idaho WWAMI Track [7]. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Patient Care Phase Idaho Track medical students complete approximately twenty-four weeks of required clerkships in Idaho, and Explore and Focus Idaho Track medical students complete three of four required clerkships in Idaho. Thirteen Patient Care Phase students and twelve Explore and Focus students are currently participating in the Idaho Track in the 2020-2021 academic year. In addition to Idaho Track students, other UWSOM students rotate among the various clinical clerkships in Idaho. During the academic year of 2020-2021, approximately 174 UWSOM students completed one or more clinical rotations in Idaho. Those 174 medical students completed a total of 296 individual clinical rotations in Idaho (125 Patient Care Phase courses, 94 Explore and Focus Phase courses and 7 WRITE experiences). It is expected that since the number of WWAMI medical students have increased and the number of medical students from other programs (ICOM, U of U, and PNWU) are growing, the benchmark has decreased from 2017 to reflect the realities of limited clerkships in Idaho. Efforts to increase the number of clerkships in Idaho by WWAMI are underway. *Patient Care Phase (Year 3) and Explore and Focus (Year 4)

Key External Factors *(beyond the control of the Idaho WWAMI Medical Program)*:

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: As a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: With a growing population and an aging physician workforce, the need for doctors and medical education for Idaho's citizens only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

Medical School Curriculum: The University of Washington School of Medicine implemented a curriculum renewal in 2015, which impacted delivery of education and training in the WWAMI programs in Idaho. Given that students are on the University of Idaho campus for up to four terms, instead of two, adjustments are being made to accommodate the increased number of medical students on campus. Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho has anticipated these needs and is working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program's needs. The University of Idaho has identified and hired the necessary faculty to support the programmatic

changes implemented in fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state throughout a majority of the four years of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

For-profit Medical Schools in Idaho: There is an increasing need for more high-quality clerkships for our students. The current challenge in developing clinical training opportunities is that multiple health profession training programs, such as medical students, physician assistant students, nurse practitioner students, family medicine residents, internal medicine residents and psychiatry residents are all seeking clinical training sites in Idaho. The for-profit osteopathic school in Idaho has over 300 additional clerkship students needing clinical training, which creates significant challenges for clinicians in Idaho to meet those needs. The saturation of clinical training sites in Idaho has the potential to impact clinical opportunities for Idaho's only public supported medical education program housed in Idaho (WWAMI). Without strategic and thoughtful growth for medical education, the states only allopathic medical education opportunities for Idaho residents may be negatively impacted.

Evaluation Process

Annually WWAMI conducts an evaluation on the metrics used for the performance measures. The WWAMI Director and WWAMI Program Manager collect data from national, regional and local sources and then distribute that data for review to the University of Washington and University of Idaho administration. Strategic plans of the University of Washington School of Medicine and the University of Idaho serve as the framework for the WWAMI strategic plan and annual review process. Results of our performance measures are reviewed and influence the strategic plan as part of a continuous quality improvement.

Cyber Security Plan

The WWAMI Medical Education Program has adopted the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security (CIS) Controls through the University of Idaho, which follows the Executive Order from the State Board of Idaho.

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[1]Based on nationally set standards. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats.
[2] Based on national set standards. 46.3%% is the national average of students that return to their native state to practice medicine (reference: 2018 State Physician Workforce Book, https://store.aamc.org/downloadable/download/sample/sample_id/305/, page 57
[3] Based on available resources for pursuing external grants and increased competitive nature of federal awards.
[4] Internally set benchmark as measure of program quality. All students at the UWSOM must participate in a research activity. (reference: https://www.aamc.org/data-reports/curriculum-reports/interactive-data/medical-student-research-requirement-us-medical-schools
[5] Based on national standards United States Medical Licensing Examination Scores and Transcripts. https://www.usmle.org/performance-data/default.aspx
[6] Based on state needs and available resources
[7] Based on analysis of areas of increase need in Idaho
[8] Based on national standards for workforce specialties
[9]Based on national standards for program return rates
[10]Based on available Idaho resources

Appendix 1

Institution/Agency Goals and Objectives	State Board of Education Goals				
	Goal 1: A WELL EDUCATED CITIZENRY	*Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT*	*Goal 3: DATA-INFORMED DECISION MAKING*	*Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM*	
GOAL 1: INNOVATE ***Scholarly and creative work impact***					
Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse partners.	✓		✓	✓	
Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.	✓	✓	✓	✓	
GOAL 2: ENGAGE ***Outreach that inspires innovation and culture.***					
Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal and global issues, support economic drivers and/or promote the advancement of culture.	✓	✓		✓	
GOAL 3: TRANSFORM ***Increase our educational impact.***					
Objective A: Access – Provide greater access to educational opportunities to meet the evolving needs of society.	✓			✓	
Objective B: ***Foster educational excellence via curricular innovation and evolution – Provide excellent medical education in biomedical sciences and clinical skills.***	✓			✓	

Idaho State University
Department of Family Medicine
Strategic Plan: 2022-2026

Focusing on Idaho's Future:

discoverOPPORTUNITY

Idaho State University
Department of Family Medicine
Strategic Plan: 2022-2026

This is a new plan

Mission

Through interprofessional clinical education we develop compassionate, skilled healthcare providers who better lives and communities.

Vision

To improve lives by serving on the forefront of healthcare and education.

Goal 1: Expand to a New Facility

Objective: By FY2026, establish an expanded, modern interprofessional healthcare training facility.

Performance Measures:

1.1 By the end of FY2022, the clinic site is identified

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
Not Avail	Not Avail	Not Avail	Complete	Complete

Benchmark: This is a new benchmark and not previously tracked. This is a significant achievement toward accomplishing Goal 1.

1.2 By the end of FY2022, 10% past graduates are donors

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2022
0	0	Not Avail	0	10%

Benchmark: Currently, the Department of Family Medicine does not have any past graduates that donate funds to the Department. This is a new benchmark and not previously tracked.

1.3 By the end of FY2024, 5 new non-graduate donors are identified

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2024
0	0	Not Avail	0	5

Benchmark: Currently, the Department of Family Medicine does not have any past graduates that donate funds to the Department. This is a new benchmark and not previously tracked.

Goal 2: Recruit and Retain Faculty and Staff

Objective: By the end of FY2024, create and implement a long-term recruiting and retention plan using a proven transparent and inclusive process.

Performance Measures:

2.1 By the end of FY2024, 80% of employees report feeling "satisfied"

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2024
Not Avail.	Not Avail.	66%	66%	80%

Benchmark Definition: This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

***There has not be an intervening survey since COVID.**

2.2 By the end of FY2024, the Department reduces by 25%, 5 year avg. employee turnover

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2024
Not Avail.	Not Avail.	4%	0%	3%

Benchmark Definition: This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

2.3 By the end of FY2024, all programs have adequate, dedicated support

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2024
Not Avail.	Not Avail.	60%	100%	100%

Benchmark Definition: This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

Goal 3: Establish a Culture of Diversity

Objective: By the end of FY2026, establish a culture of diversity to improve the learning environment and graduate diversity

Performance Measures:

3.1 By the end of FY2026, improve by 50% learner diversity that reflects community diversity

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2026
Not Avail.	Not Avail.	24%	28%	36%

Benchmark: This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

3.2 By the end of FY2026, increase by 50% learners and employees feeling that there is a culture of diversity

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2026
Not Avail.	Not Avail.	20%	20%	30%

Benchmark: This is a new performance measure and not previously tracked. Before the end of FY2021, baseline data will be collected and benchmarks established.

***There has not be an intervening survey since COVID.**

Goal 4: **Cultivate Community Relationships**

Objective: **By the end of FY2023, cultivate collaborative relationships with ##% of the regional healthcare and educational entities that affect learner education and recruitment.**

Performance Measures:

4.1 By the end of FY2022, establish new contacts in graduate medical education in eastern Idaho

FY 2018 (2017-2018)	**FY 2019** (2018-2019)	**FY 2020** (2019-2020)	**FY 2021** (2020-2021)	**Benchmark 2022**
Not Avail.	Not Avail.	2	4	4

Benchmark: This is a new performance measure and not previously tracked. Before the beginning of FY2021, baseline data will be collected and benchmarks established.

4.2 By the end of FY2023, in collaboration with Portneuf Medical Center establish a medical education task force

FY 2018 (2017-2018)	**FY 2019** (2018-2019)	**FY 2020** (2019-2020)	**FY 2021** (2020-2021)	**Benchmark 2023**
Not Avail.	Not Avail.	25%	25%	100%

Benchmark: This is a new performance measure and not previously tracked. Before the end of FY2021, baseline data will be collected and benchmarks established.

4.3 By the end of FY2024, increase by 400% , the number of healthcare workers participating in regional graduate medical education opportunities

FY 2018 (2017-2018)	**FY 2019** (2018-2019)	**FY 2020** (2019-2020)	**FY 2021** (2020-2021)	**Benchmark 2024**
Not Avail.	Not Avail.	5	5	20

Benchmark: This is a new performance measure and not previously tracked. Before the end of FY2021, baseline data will be collected and benchmarks established.

Key External Factors

Funding

Many of the department of family medicines goals and objectives assume a stable level of funding from the state of Idaho, Portneuf medical center, health insurance, Health West, and the federal government. If any of these entities were to change their reimbursement or financial support of our department it would have broad reaching effects and limit our ability to reach many if not all of our goals. We saw that this year as support from ISU dropped, limiting our ability to work on regional education advancement.

Regional GME changes

A portion of our goals center on increasing our regional presence in GME. In just the past 2 years we have seen that Idaho Falls opened a new family medicine residency and the Internal Medicine residency in Blackfoot closed. Further changes in the region will continue to affect our ability to achieve these goals.

Portneuf Medical Center

A significant portion of our funding and most of our clinical training is reliant on our partnership with Portneuf medical center. PMC hired a new CEO which is always a very scary situation for a residency. However after 6 months the new CEO seems to be incredibly supportive of the residency, even during a time of increased financial stress and cuts at the hospital from COVID.

Evaluation Process

Idaho State University department of family medicine has established an ongoing process for evaluating and revising goals and objectives. Our strategic plan was organized into our main categories and a chair for each category was appointed. Quarterly meetings are held to continue to evaluate and revise the goals and objectives as needed. These groups then report back to the director and other faculty for a decision on how to proceed with the proposed changes and/or adaptations. The department will also continue to hold yearly department strategic planning meetings to consider all current goals and objectives as a whole, and to evaluate where we are in the process.

Appendix 1

	State Board of Education Goals			
	Goal 1: EDUCATION ALSYSTEM ATTAINMENT	***Goal 2: WELL EDUCATED CITIZENRY***	***Goal 3: WORKFORCE READINESS***	***Goal 4: EDUCATIONAL SYSTEM ALIGNMENT***
Idaho State University				
GOAL 1: Grow Enrollment				
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.		✔	✔	✔
GOAL 2: Strengthen Retention				
Objective: Improve undergraduate student retention rates by 5% by 2022.	✔	✔	✔	
GOAL 3: Promote ISU's Identity				
Objective: Over the next five years, promote ISU's unique identity by ##% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.	✔	✔	✔	✔
GOAL 4: Strengthen Communication, Transparency and Inclusion				
Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.	✔	✔		✔
GOAL 5: Enhance Community Partnerships				
Objective: By 2022, ISU will establish (# TBD) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.		✔	✔	

Paperwork Reduction Act

All education related administrative rules are promulgated under the State Board of Education's authority through the Office of the State Board of Education. The State Board of Education's K-20 Education Strategic Plan incorporates this requirement for all of the agencies, institutions, and special/health programs under the Board's oversight and governance.

Appendix 2

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University's cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each of the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✔		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✔	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✔	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
	✔	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✔		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✔	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review

✔		

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✔		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✔		

Idaho Dental Education Program

STRATEGIC PLAN

2022 – 2026

MISSION STATEMENT

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.

VISION STATEMENT

The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

Goal 1: Provide access to a quality dental education for qualified Idaho residents

Objective A: Access - Provide dental education opportunities for Idaho residents

Performance Measures:

I. Contract for 4-year dental education for at least 8 Idaho residents

2017	2018	2019	2020	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Contract in place with Creighton University School of Dentistry or another accredited dental school.

II. Number of students in the program per year

2017	2018	2019	2020	Benchmark
8	8	8	8	10

Benchmark: Increase the number of students in the program per year to 10.

Objective B: Quality education – Deliver quality teaching to foster the development of students within the program.

Performance Measures:

I. First time pass rate of National Dental Boards Part I

2017	2018	2019	2020	Benchmark
100%	100%	100%	87.5%	>85%

Benchmark: Pass rate will meet or exceed 85%

II. First time pass rate of National Dental Boards Part II

2017	2017	2019	2020	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85%

III. First time pass rate of Clinical Board Exam

2017	2018	2019	2020	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85% on clinical board exam necessary for licensure in Idaho.

Goal 2: Maintain some control over the rising cost of dental education

Objective A: Idaho Value - Provide the State of Idaho with a competitive value in educating Idaho dentists.

Performance Measures:

I. State cost per student

2017	2018	2019	2020	Benchmark
33%	43%	35%	40%	<50%

Benchmark: Idaho cost per student will be <50% of the national average cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Objective B: Participant Value - Provide program participants with a competitive value in obtaining a dental degree

I. Student Loan Debt

2017	2018	2019	2020	Benchmark
68.2%	78%	49%	62%	<80%

Benchmark: Student loan debt for IDEP participants will be <80% of the national average.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective A: Availability - Help meet the needs for dentists in all geographic regions of the state.

Performance Measures:

I. Geographic acceptance of students into the program

2017	2018	2019	2020	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Students from each of 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

II. Return rate

2017	2018	2019	2020	Benchmark
67%	67%	100%	25%	>50%

Benchmark: Greater than 50% of program graduates return to Idaho.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective A: Quality Care - Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

Performance Measures:

I. Continuing Dental Education (CDE)

2017	2018	2019	2020	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Provide continuing dental education opportunities for regional dental professionals when the need arises.

II. Remediation of Idaho dentists

2017	2018	2019	2020	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

Key External Factors

COVID-19

From March 2020 to the present, COVID-19 has directly affected operations and student learning throughout Idaho State University. The university has taken every conceivable precaution to reduce the exposure of its students, faculty, staff and the community to COVID-19. Following the CDC guidelines, ISU transitioned to distance learning classrooms in the spring of 2020 and continued with hyflex classes for the 2020 – 21 academic year.

Funding:

Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget considerations that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 has not been feasible. This will remain a long-term goal for the program.

Program Participant Choice:

Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Idaho Dentist to Population Ratio

The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With this in mind, we have still seen a good percentage of program graduates return to Idaho to practice.

Educational Debt of Graduates

The average educational debt of IDEP graduates continues to be an area of concern. This amount of debt may limit the ability of graduates to return to Idaho initially.

Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

Evaluation Process

The Idaho Dental Education Program utilizes annual department strategic planning meetings to establish and revise program objectives and goals.

Idaho Museum of **Natural History**

Discovering Idaho, One Story at a Time

Strategic Plan: 2022-2026

Idaho Museum of Natural History
Strategic Plan
2022-2026

Mission
Inspire appreciation and curiosity for Idaho's natural history through its exploration and preservation.

Vision
To shape the future by understanding Idaho's natural history and creating unforgettable educational experiences.

Goal 1: Demonstrate the IMNH's essential value

Objective: Increase our Museum's audience and our engagement with customers, collaborators and partners to demonstrate the essential value of IMNH.

Performance Measures:

1. ***By July 2025, IMNH will increase the number of visitors to the museum by 25% (2,000).***

FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2025
6,666	7,080	7,088	6,085*	10,000

Benchmark: Museum growth FY2014-FY2016 was 20% per year and reached plateau after that. Modest growth (+25% of FY2016) is ambitious for the next five years without adding exhibit space. *COVID-19 impact: museum closed to public mid-March 2020; reopened July 2020 (3.5 months lost during high season).

1.2 ***By July 2025, IMNH will increase the number of K-12 student interactions by 50% (1,000).***

FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2025
3,997	4,301	7,470	5,671*	3,000

Benchmark: Includes visits to museum exhibits and educational programs. Basis FY 2016. *COVID-19 impact: museum closed to public mid-March 2020; reopened July 2020 (3.5 months lost for in-person education).

1.3 ***By July 2025, IMNH will establish 500 members***

FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2025
23	33	85	86	500

Benchmark: Development goal of adding >100 new members per year and retaining 85% annually.

1.4 ***By July 2025, 20% of IMNH membership are also donors***

FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2025
Not Avail	Not Avail	Not Avail	17 (20%)	100 (20%)

Benchmark: 20% is development standard.

Goal 2: Build capacity to support sustainable growth

Objective: Increase IMNH's development budget and human resources by 2025.

Performance Measures:

2.1 ***By July 2025, IMNH will increase the amount of its annual donations to $75,000.***

FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2025
$13,422	$29,203	$29,034	$25,230*	$75,000

Benchmark Definition: Basis of FY 2017. *No Development Director for IMNH this year.

2.2 ***By July 2025, IMNH will increase the amount of its annual sponsorships to $300,000.***

FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2025
$15,400	$103,185	$74,150	$61,079*	$300,000

Benchmark Definition: Basis of 300% of FY 2018. *No Development Director for IMNH this year.

2.3 ***By July 2025, IMNH will evaluate and grow staffing (FTE) accordingly in education and collections.***

FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2025
11.1	12.1	10.1	7.04*	TBA

Benchmark Definition: To be decided after evaluation *Reduction due to staff retirement, 5% recission of appropriations, and temporary hiring freeze.

2.4 ***By July 2021, IMNH will grow leadership board to a membership of 15 to support future growth and development***

FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	Benchmark 2025
0	0	4	5	15

Benchmark Definition: Final Leadership Board size of 15

Goal 3: **Serve a statewide mission for education and research**

Objective: **By 2024, IMNH will increase its geographic reach and participation to include all of Idaho to more effectively respond to the region's education and research needs.**

Performance Measures:

3.1 ***By July 2025, IMNH will increase its statewide audience to include all of Idaho's 44 counties.***

FY 2017 (2016-2017)	**FY 2018** (2017-2018)	**FY 2019** (2018-2019)	**FY 2020** (2019-2020)	**Benchmark 2025**
20	20	20	20	44

Benchmark: Audience includes all ways in which museum content impacts Idahoans (e.g., museum visitors + travelling exhibits + radio listeners + newsletter + social media followers).

3.2 ***By July 2025, IMNH will increase its total Idaho audience by 50%.***

FY 2017 (2016-2017)	**FY 2018** (2017-2018)	**FY 2019** (2018-2019)	**FY 2020** (2019-2020)	**Benchmark 2025**
141,390	58,200	297,076	314,628	211,000

Benchmark: Audience includes all ways in which museum content impacts Idahoan (museum visitors + travelling exhibits + radio listeners + newsletter + social media followers). Basis from FY2017

3.3 ***By July 2025, IMNH will facilitate ## citizen scientists throughout Idaho.***

FY 2017 (2016-2017)	**FY 2018** (2017-2018)	**FY 2019** (2018-2019)	**FY 2020** (2019-2020)	**Benchmark 2025**
Not avail	Approx. 300	Not avail	Not avail	TBA

Benchmark: Measure is under development in FY21, to include action items and tracking method.

Key External Factors

Funding
Many of IMNH strategic goals and objectives assume on-going and strategic additional levels of State legislative appropriations. Recission of 5% appropriated budget and halt to re-hire process curtailed development efforts at the Museum. The goals for FY2024 set in our Strategic Plan are still achieveable assuming funding levels from all channels are reinstated to pre-COVID or higher values.

COVID-19
COVID-19 greatly affected Museum services and operations during the final quarter of FY20 and all of FY21. Museum was closed to the public April-June, our peak visitation months. When we reopened, we restricted group sizes that had an effect on total visitation. In spite of these challenges, the Museum succeeded in re-engaging the public through exhibits and virtual tours.

Evaluation Process
In May of each year, museum staff will evaluate objectives, benchmarks and current numbers for fiscal year. Success and issues will be evaluated and objectives and benchmarks will be updated if needed.

Appendix 1

	State Board of Education Goals			
	Goal 1: EDUCATION SYSTEM ALIGNMENT	*Goal 2: EDUCATION READINESS*	*Goal 3: EDUCATIONAL ATTAINMENT*	*Goal 4: WORKFORCE READINESS*
Idaho State University				
GOAL 1: Demonstrate IMNH essential value				
Objective: Increase museum audience and engagement			✓	✓
GOAL 2: Build capacity to support sustainable growth				
Objective: Increase development and human resources	✓	✓	✓	✓
GOAL 3: Serve a statewide mission				
Objective: Increase reach and participation statewide	✓	✓	✓	✓

Appendix 2

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University's cybersecurity compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
✓		

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations, and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
✓		

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		

IDAHO SMALL BUSINESS DEVELOPMENT
STRATEGIC PLAN
2022~~1~~0 – 2026~~5~~4
EMPOWERING BUSINESS SUCCESS

MISSION STATEMENT

Accelerating business success

VISION STATEMENT

Be the most influential driver of Idaho business success

GOAL 1 - ~~Maximum Client Impact~~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:

I. Capital raised by clients in millions

FY1~~8~~7 (201~~7~~6-~~8~~7)	FY1~~9~~8 (201~~8~~7-201~~9~~8)	FY20~~19~~ (2020~~18~~-2021~~9~~)	FY2~~1~~0 (2021~~0~~-2022~~1~~)	Benchmark
$5~~1~~0.0~~5~~	**$5~~2~~1.0**	**$~~79.95~~2.0**	**$~~53~~51.0~~5~~**	**$53.0**

Benchmark: $53.0 million[1] (by FY 2022)

II. Client sales growth in millions

FY1~~8~~7 (201~~7~~6-201~~8~~7)	FY1~~9~~8 (201~~8~~7-201~~9~~8)	FY20~~19~~ (2020~~19~~-2021~~0~~)	FY2~~1~~0 (2021~~0~~-2022~~1~~)	Benchmark
$~~67~~46.1~~0~~	**$~~63~~67.2~~51~~**	**$~~47~~63.3~~25~~**	**$~~6~~42.0**	**$65.0**

Benchmark: $65.0 million[2] (by FY 2023)

III. Jobs created by clients

FY1~~8~~7 (201~~7~~6-201~~8~~7)	FY1~~9~~8 (201~~8~~7-201~~9~~8)	FY20~~19~~ (2020~~19~~-2021~~0~~)	FY2~~1~~0 (2021~~0~~-2022~~1~~)	Benchmark
~~826663~~	**~~875~~26**	**~~649875~~**	**~~990000~~**	**950**

Benchmark: 950[3] (by FY 2023)

~~**Objective B:** Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.~~

Performance Measures:

I. Per cent of cross-network consulting hours

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2019-2020)	Benchmark
Not Measured	0.4%	0.3%	2.0%	5%

Benchmark: 5%[4] (by FY 2023)

GOAL 2 – Strong Brand Recognition

Increase brand recognition with stakeholders and the target market.

Objective: Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.

Performance Measures:

I. Yearly marketing plan created and distributed

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2019-2020)	Benchmark
Not measured	Not measured	In progress	In progress	completion

Benchmark: [5] (by FY 2022)

II. # of training hours

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2019-2020)	Benchmark
11,793	14,337	14,577	14,975	15,604

Benchmark: 15,604[6] (by FY 2022)

GOAL 23 – Network SustainabilityIncrease Resources

Increase funding and consulting hours to create economic impact through increased client performance.

Objective A: Bring additional resources to clients through partnerships, students, and volunteers.Increase overall network funding and assist regional offices in pursuit of local opportunities.

I. % client referrals from partners

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2019-2020)	Benchmark
Not measured	11%	23%	19%	25%

Benchmark: 25%[7] (by FY 2022)

Objective B: Seek additional funding for rural consultants in all six of SBDC regional offices and expand PTAC consultants from part time to full time in north and eastern Idaho.

Performance Measures:

Amount of funding

FY187 (20176-20187)	FY198 (20187-20198)	FY2019 (202019-20210)	FY210 (20210-20221)	Benchmark
$15574,000	$351155,000	$1,366,504351,000	$225225,000	$300$225,000

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Benchmark: $300225,000[4] (by FY 20241)

GOAL 4 – Organizational Excellence

Ensure the right people, processes and tools are available to deliver effective and efficient services.

Objective: Implement professional development certification on a eLearning Management System.

Performance Measures:

I. % of employees meeting certification and recertification requirements

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2019-2020)	Benchmark
Not measured	80%	87%	100%	100%

Benchmark: 100%[9] (by FY 2019)

II. Return on Investment

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2019-2020)	Benchmark
5:1	8:1	7:1	7:1	7:1

Benchmark: 6:1 average over rolling 5 years[10] (by FY 2020)

III. Overall customer satisfaction rating (source of data being changed)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2019-2020)	Benchmark
Not measured	4.5	4.8	4.9	4.6

Benchmark: 4.6[11] (yearly)

Key External Factors

The Idaho SBDC celebrating 35 years this year is part of a national network providing no-cost consulting and affordable training to help small business grow and thrive in all U.S. states and territories. The network has an accreditation process conducted every five years to assure continuous improvement and high quality programs. September of 2019, the Idaho SBDC was awarded continuing accreditation for another five years. The accreditation standards, based on the Malcolm Baldrige Quality Standards, cover six key areas:

- Leadership
- Strategic Planning
- Stakeholder and Customer Focus
- Measurement, Analysis and Knowledge Management
- Workforce Focus
- Operations Focus

Evaluation Process

Funding is received from the U.S. Small Business Administration (SBA), the State of Idaho through the State Board of Education, and Idaho's institutes of higher education who host six outreach offices to cover all 44 Idaho counties. Needs and requirements from these key stakeholders are considered on a yearly basis and incorporated into the Idaho SBDC's strategic plan. Strategic planning is an on-going process

with a yearly planning session conducted with a statewide leadership team in the Spring and progress tracked through action plans reviewed on a quarterly basis. Performance metrics are required by SBA and also the accreditation process. A statewide Advisory Council composed of small businesses and stakeholder representatives meets four times per year and contributes to the strategic plan.

Progress on many of the performance measures versus goals are located on a dashboard in the Idaho SBDC's client management system so that all staff understand the expectations and progress. Goals are reviewed at least quarterly during a monthly video conference with regional directors. Measures that are not part of the dashboard are calculated and reported to the State Board of Education.

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[1] Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 15% increase in the average of the last 3 years. FY20 was unique circumstance due to COVID impact to centers

[2] Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 15% increase in the average of the last 3 years. FY20 was unique circumstance due to COVID impact to centers

[3] Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 15% increase in the average of the last 3 years. FY20 was unique circumstance due to COVID impact to centers

[4] Benchmark was set by calculating the support for rural consultants in all six SBDC offices and expand PTAC consultants from part time to full time in North ~~in north and eastern~~ Idaho and part time in Twin Falls. It also includes year 1 of SBA Portable Assistance grant to be summitted in FY23~~.~~

~~[4] Mechanism to measure is being developed.~~

~~[5] Completing of marketing plan and yearly marketing calendar. This is a PT position hence the reason for in progress status.~~

~~[6] Benchmark is set based on an analysis of historical trends and available resources and the use of training programs to increase awareness.~~

~~[7] Benchmark is set based on an analysis of historical trends and available resources and a commitment to increase resources and a 10% increase in the average of the last 3 years.~~

~~[8] Benchmark was set by calculating the support for rural consultants in all six SBDC offices and expand PTAC consultants from part time to full time in north and eastern Idaho.~~

~~[9] All employees should be certified within 6 month of start date and obtain 1 hour of certification for each hour worked/week (40 hours of yearly professional development for a full-time person).~~

~~[10] Based on 30% increase of the average of the past 3 years and is measured as a 3 year rolling average.~~

~~[11] Based historical data and is a combination of the average of the overall satisfaction from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.~~

ATTACHMENT 23

Appendix 1

	State Board of Education Goals		
	Goal 1: ***Educational System Alignment***	***Goal 2:*** ***Educational Attainment***	***Goal 3:*** ***Workforce Readiness***
Institution/Agency Goals and Objectives			
GOAL 1: 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			✓
GOAL 2: NETWORK SUSTAINABILITY Increase funding and consulting hours to create economic impact through increased client performance.			
Objective A: Increase overall network funding and assist regional offices in pursuit of local opportunities.		✓	✓

ATTACHMENT 23

TechHelp Strategic Plan
FY2022-2026

MISSION STATEMENT

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 2023~~3~~4:

- *100 manufacturers reporting $120,000,000 economic impact*
- *500 jobs created and retained~~200 jobs created~~*
- *> $20,000 and < $50,000 Net Income*

VISION STATEMENT

TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors 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.*

Performance Measure:

I. Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
$33,022,678 / 100 New Jobs	**$33,726,818 / 70 New Jobs**	$97,839,060 **/ 255 New Jobs**	$86,900,000 **/ 448 New and Retained Jobs**	**$120,000,000 / 500 New and Retained Jobs**

Benchmark: *Reported cumulative annual impacts improve by five percent over the prior year achieving $120,000,000 and 180 new jobs annual reported impact by 2023~~3~~4*[i].

Objective B: *Offer a range of services to address the needs of Small, Rural, Start-up and Other manufacturers Idaho.*

Performance Measure:

I. Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system

FY16 (2015-2016)	**FY17** (2016-2017) **Q1-Q3**	**FY18** (Q2 2017- Q1 2018)	**FY19** (Q2 2018- Q1 2019)	**FY20** (Q2 2019- Q1 2020)	**Benchmark**
N/A	**17 Small**	**35 Small**	**30 Small**	**45 Small**	**15 Small**
N/A	**39 Rural**	**42 Rural**	**21 Rural**	**21 Rural**	**20 Rural**
N/A	**4 Start-Up**	**17 Start-up**	**14 Start-up**	**23 Start-up**	**10 Start-up**
N/A	**25 Other**	**23 Other**	**22 Other**	**20 Other**	**35 Other**

Benchmark: Number of clients served by category exceeds MEP goal as follows by 2023~~3~~4[ii]:
15 Small,
20 Rural,
20 Start-up,
35 Other

Objective C: *Ensure manufacturing clients are satisfied with services.*

Performance Measure*:*

I. Customer satisfaction reported on MEP survey

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
9 out of 10	**9.6 out of 10**	**9.7 out of 10**	**9.3 out of 10**	**8 out of 10**

Benchmark*:* Customer satisfaction score is consistently > 8 out of 10[iii]

Goal 2

Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.

Objective A: *Increase the number of client projects and events.*

Performance Measure*:*

I. State dollars expended per project/event

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-20120)	**Benchmark**
$774	**$920**	**$1570**	**$1420**	**> Prior year's total**

Benchmark: Dollars per project/event expended is less than prior year's total[iv]

Objective B: *Offer services to numerous Idaho manufacturers.*

Performance Measure:

I. Number of impacted clients per $ Million federal investment as reported on MEP sCOREcard[v]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
69 Clients Surveyed	**81 Clients Surveyed**	**96 Clients Surveyed**	**129 Clients Surveyed**	**100 Clients Surveyed**

Benchmark: Number of clients served exceeds federal minimum with a goal of 100 clients surveyed (i.e.,110 clients per $ Million) by 2023~~3~~4[vi]

Goal 3

Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives A: *Increase total client fees received for services.*

Performance Measure:

I. Gross and Net revenue from client projects

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**Benchmark**
$593,940	**$576,890**	**$493,923**	**$429,606**	**$600,000 gross annually**
$409,175	**$391,904**	**$336,363**	**$315,737**	**$400,000 net annually**

Benchmark: Annual gross and net revenue exceeds the prior year by five percent achieving $600,000 gross and $400,000 net annually be 2023~~3~~4[vii]

Objectives B: *Increase external funding to support operations and client services.*

Performance Measure:

I. Total dollars of non-client funding (e.g. grants) for operations and client services.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-201920)	**Benchmark**
$885,236	**$885,236**	**$1,356,994**	**$1,440,000**	**$1,300,000**

Benchmark: *Total dollars of non-client funding for operations and client services exceed the prior year's total achieving $1,300,000 by 2023~~3~~4[viii].*

Key External Factors

I. State Funding:
Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.

II. Federal Funding:
The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.

III. Economic Conditions:

Fees for services comprise a significant portion of TechHelp's total revenue. The Pandemic has limited the ability for TechHelp specialists to work inside manufacturing facilities, making it more difficult to generate client fees from services.

~~III. Economic Conditions:~~

~~Fees for services comprise a significant portion of TechHelp's total revenue. We are encouraged by current economic activity and believe it will support the ability of Idaho manufacturers to contract TechHelp's services.~~

Cybersecurity Plans – Update

TechHelp has been working on its adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. Progress on complying with the first five CIS Controls (by June 30, 20202018) includes:

1. Inventory and Control of Hardware Assets – Boise State (and other state universities) requires authentication and sign on credentials to access their network and all Hardware is purchased, inventoried and tracked by BSU.
2. Inventory and Control of Software Assets - All software is purchased and approved by Business Manager or Executive Director. BSU OIT uploads all software and maintains updates and does not allowed for unapproved software on Boise State purchased computers. Cloud-based exceptions which are controlled by vendors include: WORKetc., mailchimp, QuickBooks, Regfox.
3. Continuous Vulnerability Management - All updates and patches are identified by Boise State IT department and pushed out to campus departments. Internally all software updates are completed to ensure all hardware and software are up to date. All campus departments are made aware by IT department of potential threats and how to handle those situations.
4. Controlled Use of Administrative Privileges – Boise State retains all administrative rights to the network and each individual user is given administrative rights to their designated computer.
5. Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers - All network passwords are required to be changed every 60-90 days as a requirement forced at sign in. Laptops require VPN authentication before access to the network is granted if working off-site. Mobile devices require sign on authentication before access to network is given.

Evaluation Process

The TechHelp Advisory Board convenes its membership, which is made up of representatives from leaders of manufacturing companies, professional services companies, and Idaho's three universities, to review and recommend changes to the center's planning, client services and strategic plan. Recommendations are presented to the Advisory Board and the Executive Director for consideration. Additionally, as part of the NIST MEP cooperative agreement, the Advisory Board reviews and considers inputs that affect its strategic plan. Plan changes may be brought to the Advisory Board or TechHelp leadership and staff during the year. Review and re-approval occurs annually and considers progress towards performance measure goals, which are formally reviewed quarterly.

Performance towards meeting the set benchmarks is reviewed and discussed quarterly at both TechHelp staff meetings and at Advisory Board Meetings. The Advisory Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained strategic pan.

[i] This benchmark is based on current and projected resources and established best practices based on those resources.
[ii] This benchmark is based on current and projected resources, resource geographic location and established best practices based on those resources.
[iii] This benchmark is based on analysis of customer survey feedback for types of services offered.
[iv] This benchmark is based on analysis of available resources, types of services and program investment.
[v] Methodology using a balanced scorecard.
[vi] This benchmark is based on federal requirements and projections of federal investment.
[vii] This benchmark is based on existing average performance levels and a 5% annual increase.
[viii] This benchmark is based on existing average performance levels and a 5% annual increase.

Family Medicine Residency of Idaho, Inc.

FAMILY MEDICINE RESIDENCY OF IDAHO

FY 2022 – 2026
Strategic Plan

MISSION STATEMENT
Train outstanding broad spectrum family medicine physicians to work in underserved and rural areas while serving the vulnerable populations of Idaho with high quality, affordable care provided in a collaborative work environment

VISION STATEMENT
A vibrant, nationally recognized teaching health center providing exceptional, comprehensive, person-centered care.

GOAL 1: Family Medicine Workforce

To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency.

1.1. Core Program – Boise
1.1.1. Grow resident class size to 12-12-12
1.1.1.1. Raymond Street Location (12-6-6)
1.1.1.2. Idaho Street Location~~Fort~~ (0-2-2)
1.1.1.3. Emerald Street Location (0-2-2)
1.1.1.4. Meridian Location (0-2-2)
1.2. Rural Training Programs/Tracks
1.2.1.1. Caldwell (3-3-3)
1.2.1.2. Magic Valley (2-2-2)
1.3. Fellowships
1.3.1.1. Sports Medicine (1)
1.3.1.2. HIV Primary Care (1)
1.3.1.3. Geriatrics (1)
1.3.1.4. OB (2~~1~~)
1.3.1.5. ~~1.3.1.5~~ Addiction Medicine (1)
1.4 Core Program – Nampa
1.4.1 Nampa (6-6-6)
1.4.1.1. Nampa South Location (3-3-3)
1.4.1.2. Nampa North Location (3-3-3)

Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an

outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.

Performance Measures:

I. FMRI will track how many students match annually for residency training in family medicine at FMRI.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**Benchmark**
16/16= 100%	**16/16= 100%**	**16/16= 100%**	**23/23 = 100%**	**23/23 = 100%**	**100%**

Benchmark: One hundred percent of all resident positions and over 50 percent of all fellow positions matched per year. This measure reflects the national standard of excellence in residency accreditation and capacity within the fellowships.

Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.

Performance Measures:

***II.* FMRI will track the ABFM board certification rates of the number of graduates per year from FMRI.**

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**Benchmark**
100%	**100%**	**100%**	**100%**	**100%**	**>95%**

Benchmark: FMRI will attain a 95 percent ABFM board certification pass rate of all family physicians and fellows per year from the program. This is a measure commensurate with the accreditation standard for family medicine residency programs.

Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.

Performance Measures:

***III.* FMRI will encourage all graduates (residents and fellows) to practice in Idaho and track how many remain in Idaho.**

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**Benchmark**
47%	**56%**	**50%**	**73%**	**56%**	**>50%**

Benchmark: 50 percent retention rate of graduates to practice in Idaho. This measure reflects an outstanding benchmark well above the state median for retention of physicians retained from GME.

Objective D: To produce as many family physicians as possible to practice in rural or underserved Idaho. This is done through the recruitment process for residents and fellows, the intentional curriculum design

to meet the needs of both rural and underserved Idaho, education reflective of the needs and opportunities in rural and underserved practices in Idaho, and dedicated role models in guiding graduates in making practice locations decisions to care for rural and underserved populations of patients. The curriculum intentionally involves direct care of rural and underserved populations throughout the course of residency training.

Performance Measures:

IV. Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**Benchmark**
75%	**100%**	**51%**	**27%**	**56%**	**40%**

Benchmark: 40 percent of graduates staying in Idaho will be practicing in rural or underserved Idaho. This measure demonstrates an exceptional commitment of the program and its graduates to serving rural and underserved populations in particular.

Objective E: To begin a new family medicine residency program in Nampa, Idaho with 6 family medicine residents per class.

Performance Measures:

V. To have the first class of 6 family medicine residents start on July 1, 2019.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**Benchmark**
N/A	**N/A**	**N/A**	**100%**	**100%**	**100%**

Benchmark: To fill the first class of 6 family medicine residents on July 1, 2019.

GOAL 2: Patient Care | Delivery | Service

Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.

2.1 All FMRI clinics where resident education is centered will attain and maintain National Committee on Quality Assurance (NCQA), ~~Level III~~ Patient Centered Medical Home (PCMH) certification~~recognition~~.

2.2 All FMRI clinics will utilize Meaningful Use criteria in using the Electronic Medical Records (EMR).

2.3 FMRI will maintain a 340b Pharmacy, with expanded access for our patients via expanded hours and utilize Walgreen's and other local pharmacy collaborations.

Objective A: To maintain certification~~recognition~~ by NCQA as a ~~Level III~~ PCMH. Maintenance of NCQA certification~~recognition~~ is on a 3 year cycle.

Performance Measures:

I. All FMRI clinics where resident continuity clinics reside will maintain Level IV PCMH's and we will apply for NCQA recognition for our other two clinics.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**Benchmark**
100%	**100%**	**100%**	**100%**	**100%**	**100%**

Benchmark: Maintain 100% NCQA designation as a ~~Level II~~I PCMH at all FMRI clinics where resident continuity clinics reside. NCQA certification~~recognition~~ is the national standard for PCMH recognition.

Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.

Performance Measures:

II. All FMRI clinics using Meaningful Use EMR criteria.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**Benchmark**
100%	**100%**	**100%**	**100%**	**0%**	**100%**

Benchmark: Implement Meaningful Use EMR at all clinics. Meaningful Use EMR is necessary for coordinated and integrated care as part of NCQA recognition and good patient care. Medicaid Provider Meaningful Use Incentive program is necessary for compliance.

Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as opened a new pharmacy in Meridian as well as the Walgreens, Albertsons, Fred Meyer, and other pharmacy collaboration.

GOAL 3: Education

To provide an outstanding family medicine training program to prepare future family medicine physicians.

3.1All FMRI programs maintain Accreditation Council for Graduate Medical Education (ACGME) accreditation where appropriate.
3.2 All FMRI programs maintain integrated patient care curriculum and didactics.
3.3 All FMRI programs maintain enhanced focus on research and scholarly activities.
3.4 FMRI programs have a quality and patient safety curriculum for clinical learning environments.
3.5 ~~FMRI demonstrates mastery of the New Accreditation System (NAS) of the ACMGE.~~

Objective A: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.

Performance Measures:

I. FMRI will track its accreditation status and potential citations.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**Benchmark**
100%	**100%**	**100%**	**100%**	**100%**	**100%**

Benchmark: Maintain 100 percent full and unrestricted ACGME program accreditation for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

Objective B: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE),

Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.

Performance Measures:

II. FMRI will track its NAS CCC, APE, AIR and CLER goals.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**Benchmark**
100%	**100%**	**100%**	**100% APR/AIR**	**100%**	**100%**

Benchmark: Maintain 100 percent monitoring for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

GOAL 4: Faculty

FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.

4.1 Continue to provide faculty development fellowship opportunities at the University of Washington.

Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.

Performance Measures:

I. One faculty member per year at the UW Faculty Development Fellowship.

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**Benchmark**
One	**One**	**One did the certificate program**	**One Two did the certificate program**	**Two Two did the certificate program**	**One Faculty Fellow per year**

Benchmark: One per year. This measure meets the ideal goal for the FMRI programs.

GOAL 5: Rural Outreach

The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.

5.1 Increase to 35 rural site training locations.

Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.

Performance Measures:

II. Maintain 35 rural site training locations

FY16 (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**Benchmark**

34	**34** With active PLA's; In process of developing Driggs for 35	**39**	**42**	**40**	**35**

Benchmark: Maintain 35 sites. This measurement is based upon standing agreements with resident rotation sites.

Key External Factors

1. Funding: The Family Medicine Residency of Idaho (FMRI) and its operations are contingent upon adequate funding. For fiscal 2020~~2019~~, approximately 59% of revenues were generated through patient services (including pharmacy), 18% were derived from grants and other sources, and 23% came from contributions (excluding in-kind contributions for facility usage and donated supplies). Contributions include Medicare GME dollars and other amounts passed through from the area hospitals, as well as funding from the State Board of Education. Grant revenue is comprised primarily of federal or state-administered grants, notably a Consolidated Health Center grant, Teaching Health Center grant, and grants specific to HIV, TB and refugee programs administered by the FMRI.

2. Teaching Health Center (THC) Grant Funding: The FMRI received grant funding through the THC-GME program of the Affordable Care Act (ACA) in fiscal 2012 to fund six residents annually in family medicine training. This expansion increased the overall FMRI class size by two residents per class (total of six in the program representing the three classes). At this time, it is believed this funding will continue through fiscal 20221~~7. due to the passage of the Medicare Access and CHIP Reauthorization Act of 2015 (MACRA). Award amounts will be dependent on the unused funds from the previous program years but are expected to be similar to fiscal 2016 awards. This funding is expected to be renewed biannually.~~

3. Hospital Support: FMRI requires contributions from both Saint Alphonsus and St. Luke's Health Systems in regards to Medicare DME/IME pass through money. This is money given through the hospitals to the Residency by the federal government in the form of Medicare dollars to help with our training. In addition, the hospitals both have additional contributions that are essential to FMRI's operations. The Hospitals have become progressively strapped financially and have not increased payment for the last 6 years.

4. Medicaid/Medicare: FMRI requires continued cost-based reimbursement through our Federally Qualified Health Center (FQHC) designation model for Medicaid and Medicare patients. This increased reimbursement funding is critical to the financial bottom line of the Residency. Medicaid and Medicare should continue its enhanced reimbursement for Community Health Centers and Federally Qualified Health Centers into the future. ~~The new Presidents administration may have a disastrous impact on Medicaid.~~

5. Federally Qualified Health Center (FQHC) and Teaching Health Center (THC) Designations: FMRI must maintain its FQHC and Teaching Health Center designations and advocate for continued medical cost reimbursement. In late October 2013, FMRI became a Section 330 New Access Point grantee with the addition of the Kuna clinic and Meridian Schools clinic and the expansion

of the Meridian clinic. Currently, all nine~~eight~~ of FMRI's outpatient clinics received the FQHC designation. FQHC grant funding represented approximately 5% of fiscal 2021~~2017~~ funding.

6. Legislation/Rules: The Idaho State Legislature's support of FMRI's request for state funding is critical to the ongoing success of FMRI as it provides essential financial resources for the FMRI's continued residency training program. The total funding FMRI received from the state in FY 2020~~19~~ was reduced by 5% to $2,850,000.~~$3,000,000.~~

7. Governor's Support: Governor Brad Little continued strong support for FMRI and graduate medical education training by recommending an increase in funding for graduate medical education training in general.

Evaluation Process

A clear, specific and measurable methodology of setting goals around workforce education, patient care, faculty and rural outreach will be used. This will help both the FMRI and SBOE stay on a clear path for success with the FMRI program.

	Family Medicine Residency Goals				
Institution/Agency Goals and Objectives	***Goal 1: Family Medicine Workforce***	***Goal 2: Patient Care / Delivery / Service***	***Goal 3: Education***	***Goal 4: Faculty***	***Goal 5: Rural Outreac h***
GOAL 1: Family Medicine Workforce To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post – graduation from residency.					
Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.	✔	✔	✔		
Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.	✔		✔		✔
Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✔	✔			✔
Objective D: To produce as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✔				✔
GOAL 2: **Patient Care | Delivery | Service** Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.					
Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.		✔	✔		

Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.		✔	✔		
GOAL 3: **Education** To provide an outstanding family medicine training program to prepare future family medicine physicians.					
Objective A: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.			✔		
Objective B: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.			✔		
GOAL 4: **Faculty** FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.					
Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.			✔	✔	
GOAL 5: **Rural Outreach** The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.					
Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.	✔		✔		✔

Idaho Opportunity Scholarship

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January 22, 2021

TABLE OF CONTENTS

1 Executive Summary 2
2 Discussion of Data Availability 3
3 Background 3
4 Idaho High School Graduates with an Eligible High School GPA 3
5 Accessibility 9
5.1 What Percentage of the GPA Eligible High School Graduates Applied for the Scholarship? 9
5.2 How Many of the GPA Eligible High School Graduates were Economically Disadvantaged Compared to those who Applied? 9
5.3 How Many of the GPA Eligible High School Graduates were Male or Female Compared to those who Applied? 10
5.4 How Many of the GPA Eligible High School Graduates were Non-White? 11
6 Outcomes 15
6.1 Go On: Fall Immediate 15
6.2 Go On: Fall Immediate Behaviors 16
6.3 College Credits 18
6.3.1 Median Credits Taken per Year 19
6.3.2 Median Credits Accumulated by Year End 21
6.4 Degree Completion 24
6.4.1 Bachelor's Degree Completers 24
7 Other Scholarship Programs & Additional Information 29
7.1 Applicants Awarded by Program 29
7.2 Participating Eligible Institutions by Program 30
7.3 Total Completions by Program 31

1 EXECUTIVE SUMMARY

The Idaho Opportunity Scholarship program has expanded substantially over the last five years and is by far the largest scholarship program the state administers. Original appropriations for the scholarship has gone from $5.1 million in 2016 to over $20 million in 2020. The objective of the program has been to increase college accessibility and to encourage positive college outcomes for economically disadvantaged students in Idaho. It is not a purely need-based program, rather it considers both merit and need as part of the applicant selection process. Students who graduate from an accredited Idaho high school (or its equivalent) and meet a minimum grade point average (GPA) requirement (currently set at 2.7) are eligible to apply for the scholarship. Scholarships are then awarded based on the student's ranking and availability of funds. Ranking is weighted 70% towards a student's financial need and 30% towards merit.

Both college accessibility and outcomes need to be considered when evaluating the scholarship program. To evaluate accessibility, scholarship participants' demographics are compared to the demographics of a group meeting similar eligibility requirements (i.e. graduate from an Idaho high school in the same year with a 2.7 or higher GPA). To assess outcomes, scholarship participants are compared to a subset of the above eligible group with similar starting points in their postsecondary careers (i.e. go on to college immediately in the fall after graduating high school).

When it comes to college accessibility, there is a higher percentage of economically disadvantaged students who are eligible and apply for the scholarship as compared to overall eligible Idaho high school graduates. The economically disadvantaged portion of the eligible high school graduating class of 2019 was 41% compared to 47% participating in the Opportunity Scholarship program. Scholarship participants also differ across gender and race/ethnicity when compared to the underlying eligible population of high school graduates. Hispanics make up a larger percentage of scholarship participants than the underlying eligible population of high school graduates (15% compared to 12%). Males are underrepresented when it comes to scholarship participation (36% compared to 44%).

For those students who attend an Idaho institution in the fall immediately following high school graduation, scholarship participants go to one of Idaho's public 4-year institutions at a higher rate than their eligible counterparts. In looking at subsequent college outcomes, scholarship participants also show to be earning more credits than their counterparts during their college careers, which could be increasing their on-time Bachelor's degree completion rates. For the high school graduating class of 2016, 36% of the scholarship participant group completed a Bachelor's degree by the end of 2020 compared to 26% of the non-scholarship group completing a Bachelor's degree in the same amount of time.

Demographic differences between the above two groups is noteworthy. Economically disadvantaged students make up 45% of the scholarship participant group compared to 16% of the non-scholarship group and Hispanic students make up 15% of the scholarship participant group compared to 5% of the non-scholarship group. These differences are similar to those observed in accessibility measures, which suggests the scholarship is reaching its intended population. In other words, even though the scholarship participant group was composed of students more likely to be economically disadvantaged and more likely to be Hispanic than the non-scholarship group, the scholarship participant group saw better outcomes.

The discussion of these results does not attribute causation of the outcomes to scholarship participation, rather the purpose is to report on observed comparisons in outcomes across groups for use in gaining a better understanding of the different populations.

2 Discussion of Data Availability

The framework of this analysis is limited to the data available to form meaningful comparison groups. The first high school graduating class with sufficient available data is the 2016 graduating class. The most recent award period containing non-preliminary data is for the 2019-2020 school year, and the most recent complete period for college outcomes is for the 2019-2020 period. Therefore, the analysis focuses on the high school graduating classes of 2016, 2017, 2018, and 2019 and their scholarship eligibility for the period following high school graduation. For example, students in the high school graduating class of 2019 were eligible to apply and receive an award in the 2019-2020 period and their outcomes are limited to only those available in the 2019-2020 period. Each high school graduating class's outcomes is limited by the number of years that has elapsed up to the 2019-2020 period. Consequently, not all high school graduating classes will have all outcomes available for observation.

3 Background

To be considered eligible for an Idaho Opportunity Scholarship, a student must have graduated from an accredited Idaho high school or its equivalent (i.e. homeschool, GED, etc.) and meet a minimum high school GPA requirement. The minimum high school GPA requirement has changed over time, impacting the underlying eligible population. From 2007 to 2017, the minimum high school GPA requirement was 3.0. In 2018, the requirement was changed to 2.7 for traditional students and 2.5 for adult learners with some credits and no degree.

4 Idaho High School Graduates with an Eligible High School GPA

What does this change in GPA eligibility mean when it comes to Idaho high school graduates? To answer this question, we need to first understand from a historical perspective the number of

students who were eligible based on their high school GPA before and after the policy change. The figure below shows a visible shift in the number and proportion of eligible students between years 2017 and 2018.

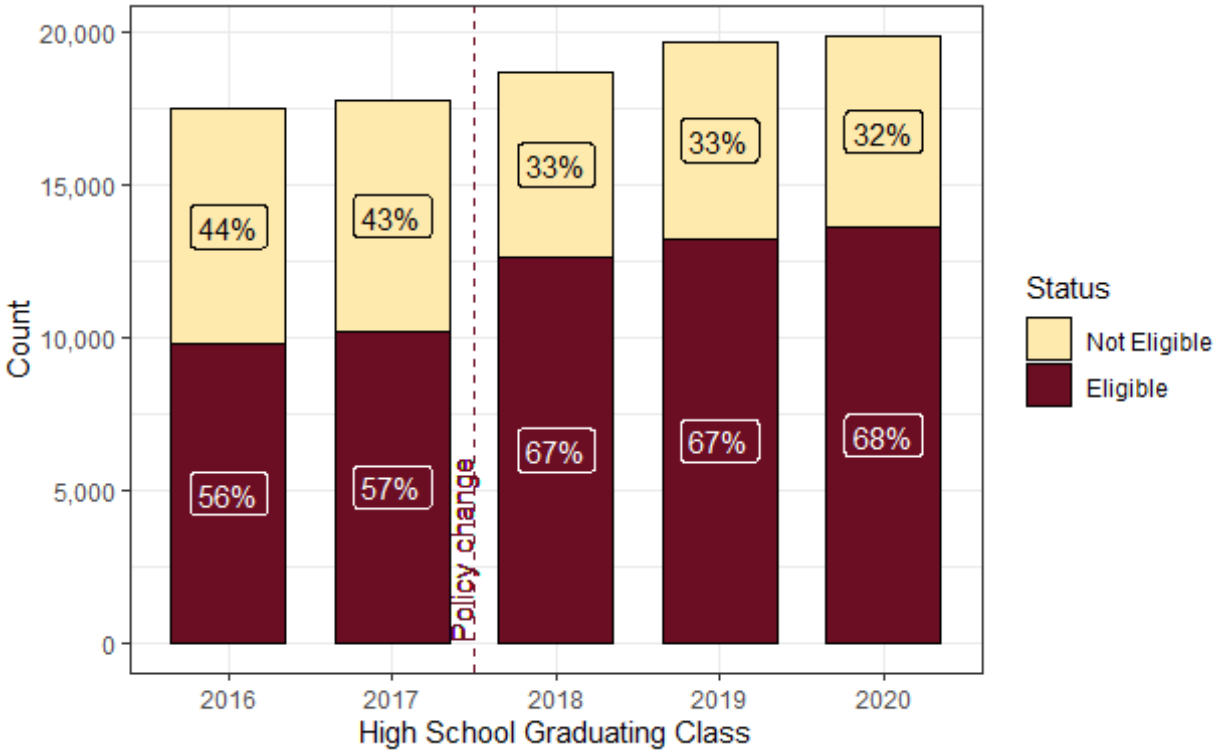

Figure 1. Percent of high school graduating class GPA eligible before and after policy change

Coupled with this expansion in eligibility was an increase in funds available for scholarship recipients. Over the five year period between fiscal years 2016 and 2020, original appropriations for the scholarship have gone from $5.1 million to over $20 million. These increases can be observed in the figure below.

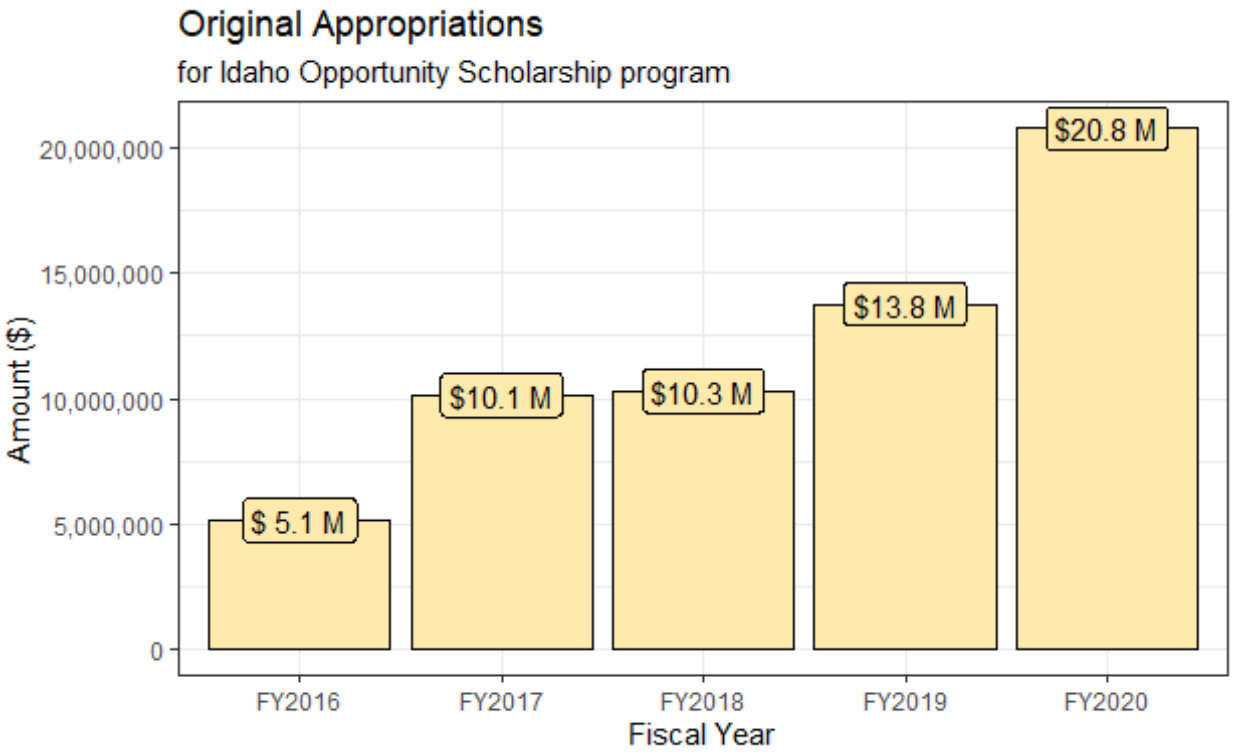

Figure 2. Original appropriations for Idaho Opportunity Scholarship

Also during this five year period was an increase in the maximum award amount from $3,000 in 2016-2017 to $3,500 in 2019-2020. This resulted in more awards being available to more eligible students. This increase can be observed in the figure below, with the largest increase of awards being seen in the 2019-2020 award year.

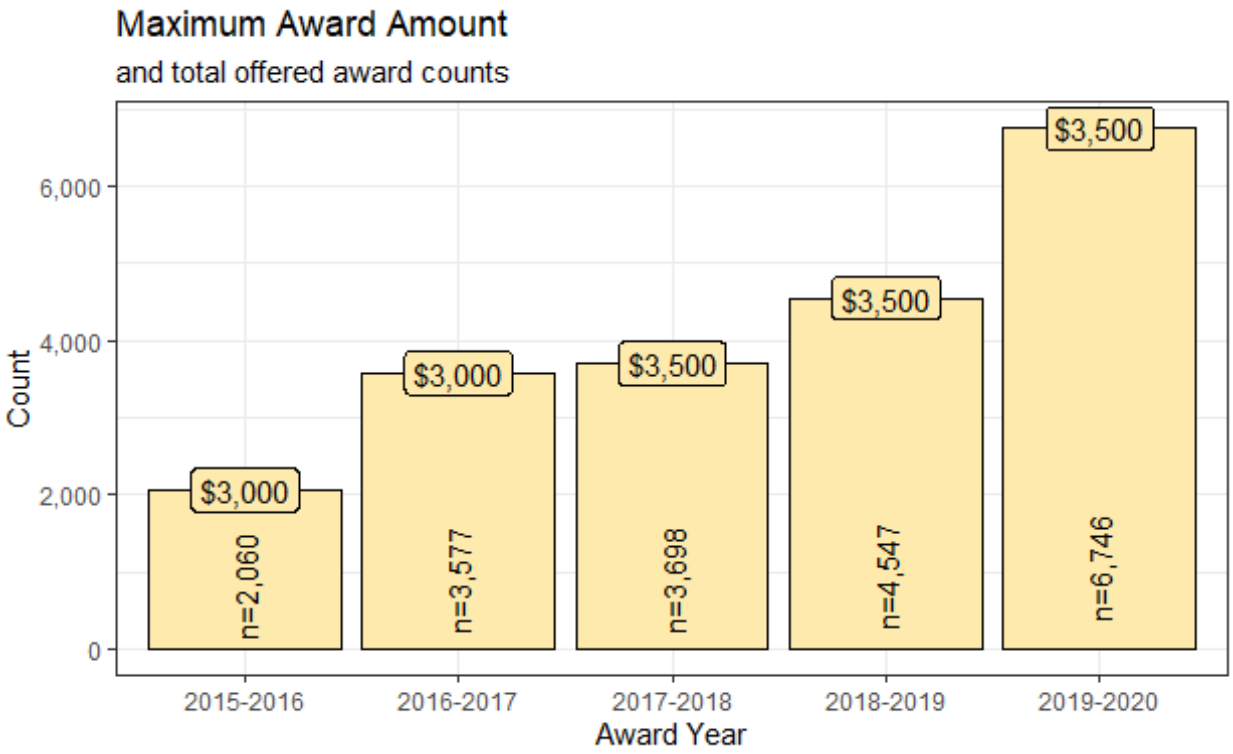

Figure 3. Total number of awards offered showing changes in maximum award amounts

Idaho Opportunity Scholarship awardees vary across award years, with some years having more new awards while others have more renewals. The funds available for new awards to be offered is dependent upon the number of awardees who are eligible to renew. The scholarship awards are a four-year award based on renewal requirements and availability of funds. Renewal awards are made prior to new awards. The figure below depicts the changing proportions of new and renewal award types over time.

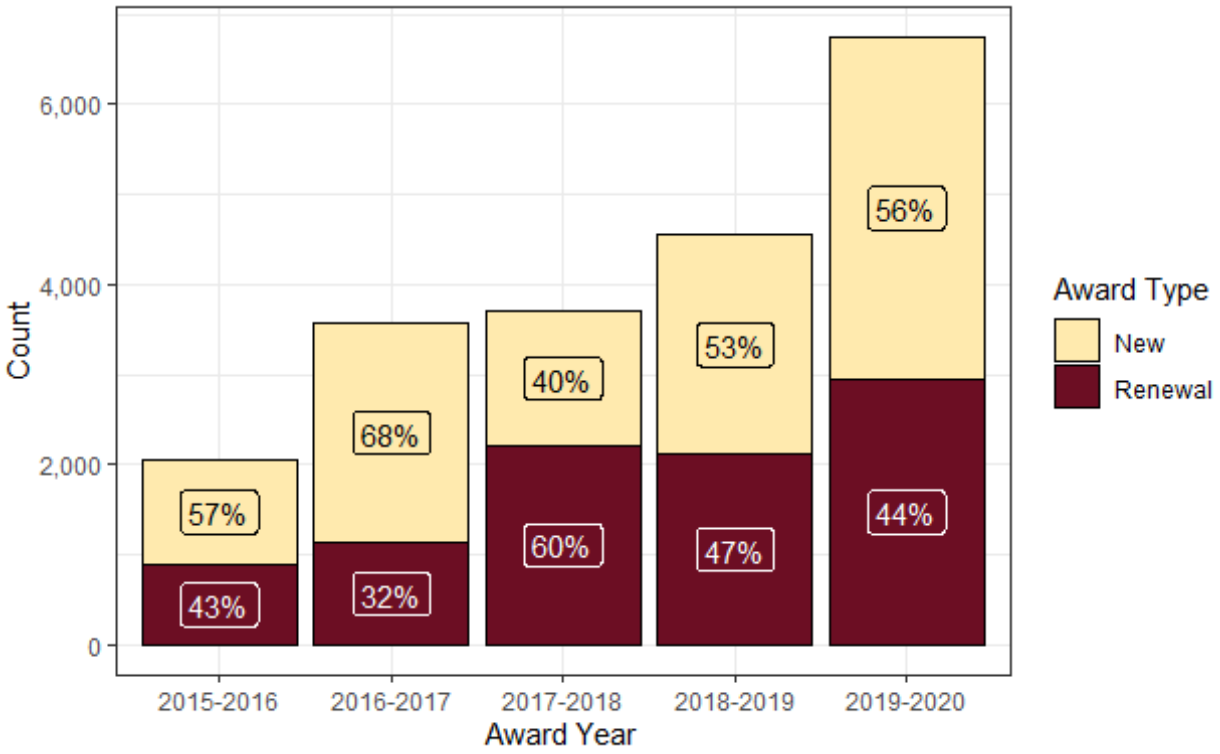

Figure 4. Percentage of new and renewal award types by award year

Both new and renewal awards are composed of Idaho high school graduates from different graduating classes. In the figure below, it can be seen that the majority of new awards go to those who have just graduated within the last year, comprising between 65% and 80% over the past five award years. To provide meaningful insights about the Idaho Opportunity Scholarship program, the target group for subsequent analyses and comparisons is composed of the new applicants who have graduated from high school within one year of applying for the scholarship.

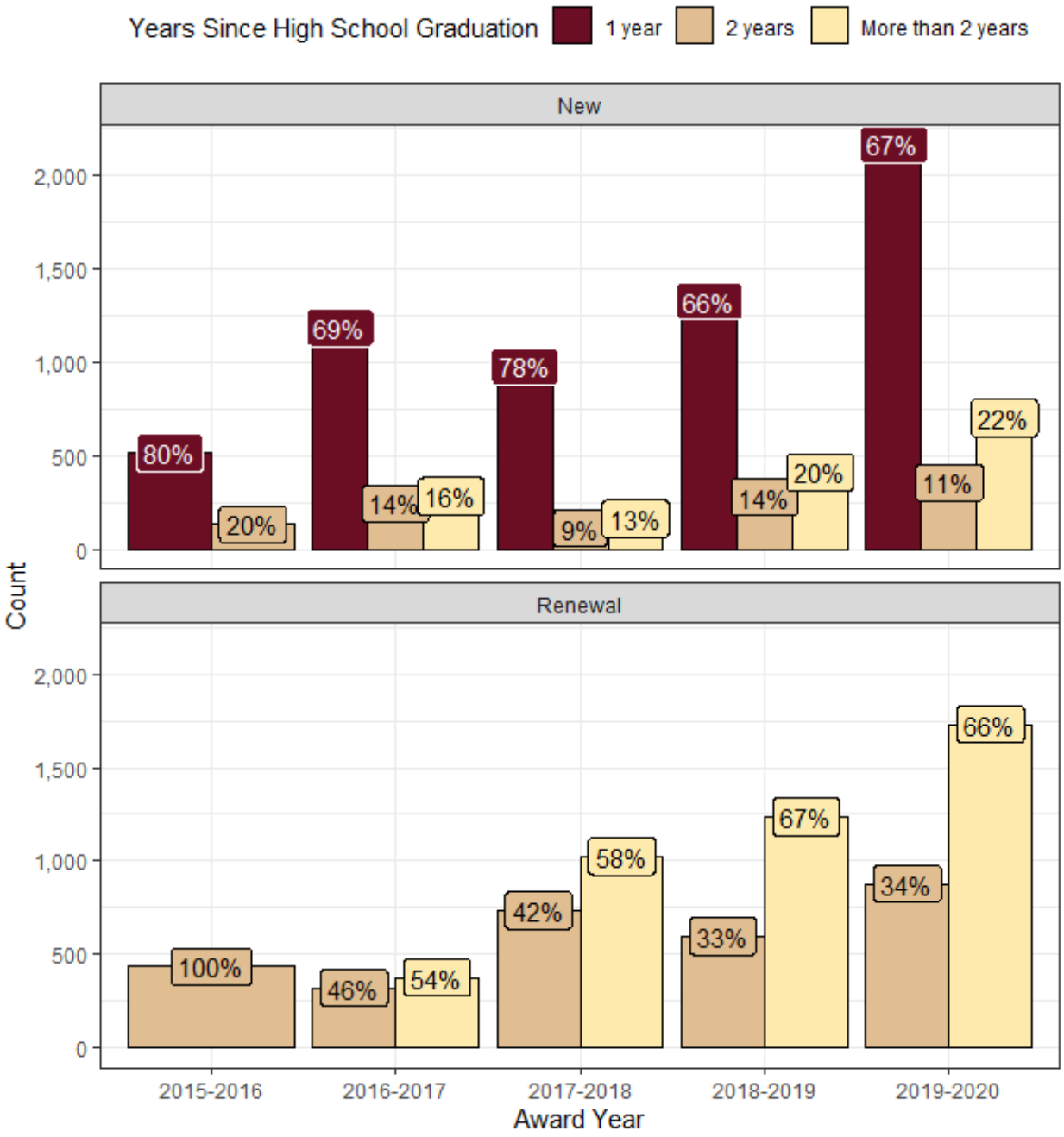

Figure 5. Composition of different high school graduating classes of new and renewals awards

Objectives of the Idaho Opportunity Scholarship include to: "provide access to eligible Idaho postsecondary education through funding to remove financial barriers;" "increase the opportunity for economically disadvantaged Idaho students;" and "incentivize students to complete a postsecondary education degree or certificate" (Idaho Code § 33-4304(1)(c)-(e)). Two broad themes emerge from this statement, the first being accessibility of college entry to economically disadvantaged students and the second being the outcomes of that target group of students. To form a better picture of how the Idaho Opportunity Scholarship may be reaching

these objectives, is to first look at the makeup of the underlying population of Idaho high school graduates who meet the minimum GPA requirements to be considered for the scholarship.

5 ACCESSIBILITY

To describe the underlying population and to compare it to scholarship applicants and recipients, the following demographics are used: economically disadvantaged status, gender, and race/ethnicity. First, it is important to understand what proportion of the GPA eligible graduating class applied for the scholarship over time.

5.1 What Percentage of the GPA Eligible High School Graduates Applied for the Scholarship?

Since the high school graduating class of 2016, the proportion of eligible graduates who apply for the scholarship increased from 22% to 30% and has remained between 35% and 36% for the last two graduating classes. This change is visible in the figure below between the 2017 and 2018 graduating class.

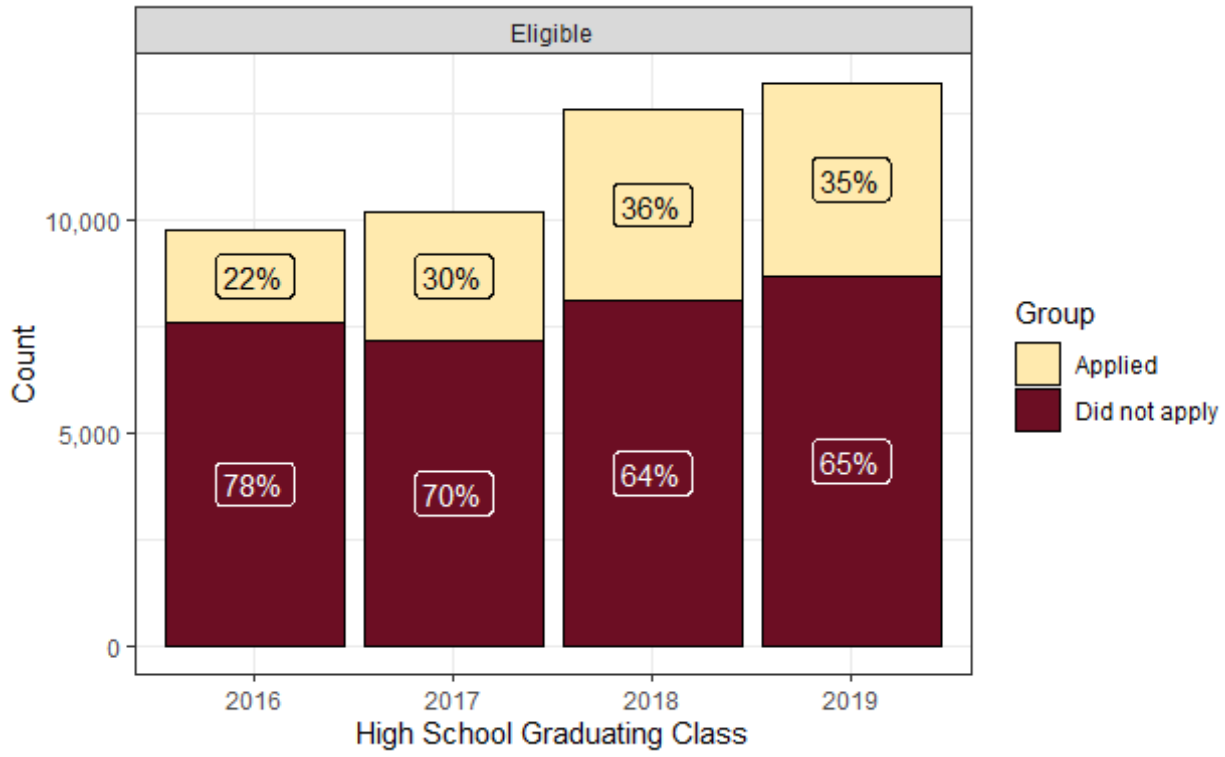

Figure 6. Eligible applicants who do and do not apply

5.2 How Many of the GPA Eligible High School Graduates were Economically Disadvantaged Compared to those who Applied?

The percentage of economically disadvantaged high school graduates has ranged from 39% in the 2016 graduating class to 41% in the 2019 graduating class. In comparison, the percentage who apply for the scholarship who are economically disadvantaged is greater, and has followed this trend from 2016 to 2019, as can be seen in the following figure.

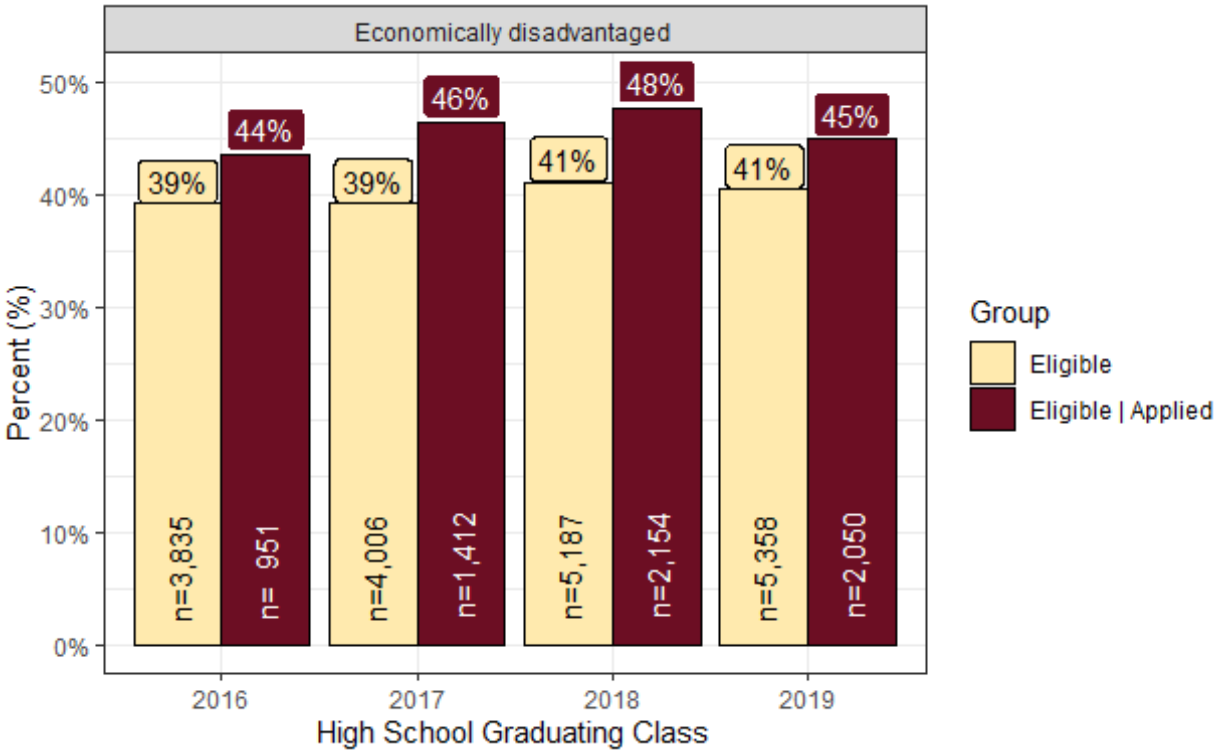

Figure 7. Comparison of eligible economically disadvantaged student proportions

5.3 How Many of the GPA Eligible High School Graduates were Male or Female Compared to those who Applied?

The proportion of males who apply for the scholarship has consistently been lower than the proportion of males in the underlying eligible population. This trend can be be seen in the figure below where males represent between 34% and 37% of eligible applicants compared to between 42% and 45% who are eligible to apply.

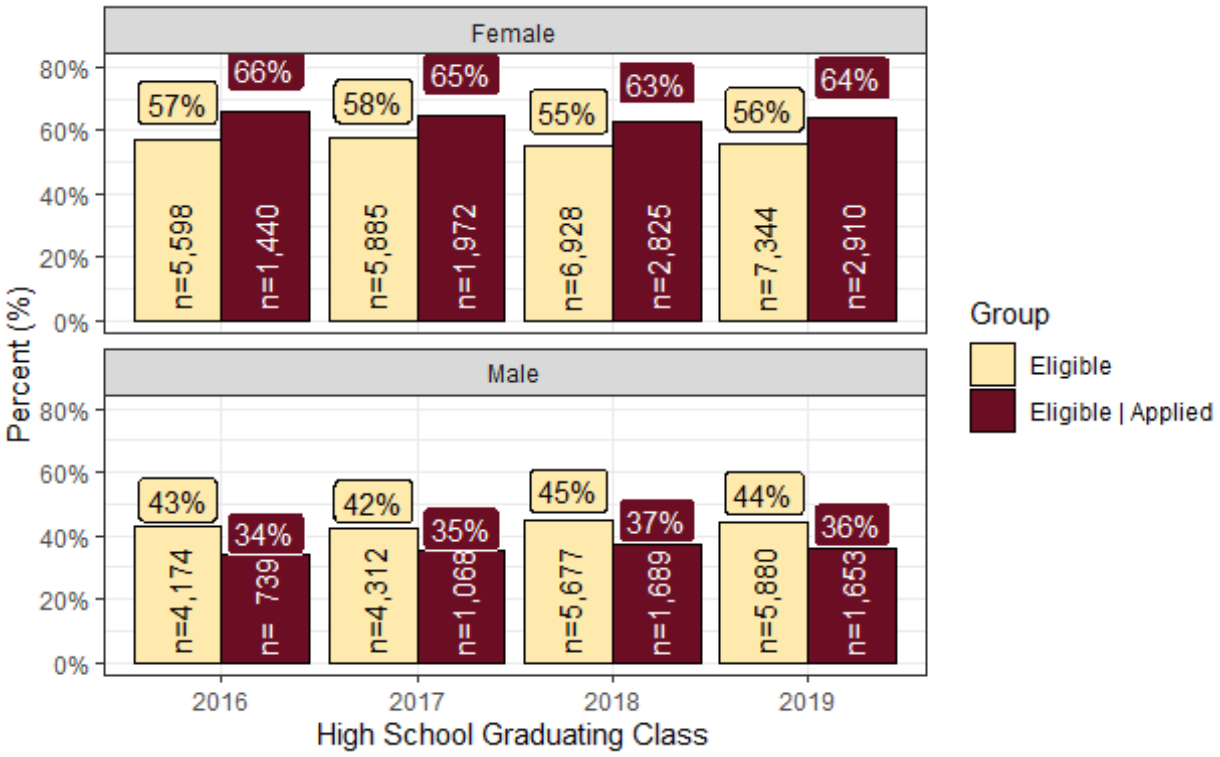

Figure 8. Comparison of eligible male and female student proportions

5.4 How Many of the GPA Eligible High School Graduates were Non-White?

The proportion of Hispanic students who apply for the scholarship has consistently been greater than the proportion of Hispanic students in the underlying eligible population. American Indian and Other[1] demographic groups tend to see similar proportions between applicants and the underlying eligible population (see figures below).

[1] Other category includes Black, Two or More, Asian, Hawaiian

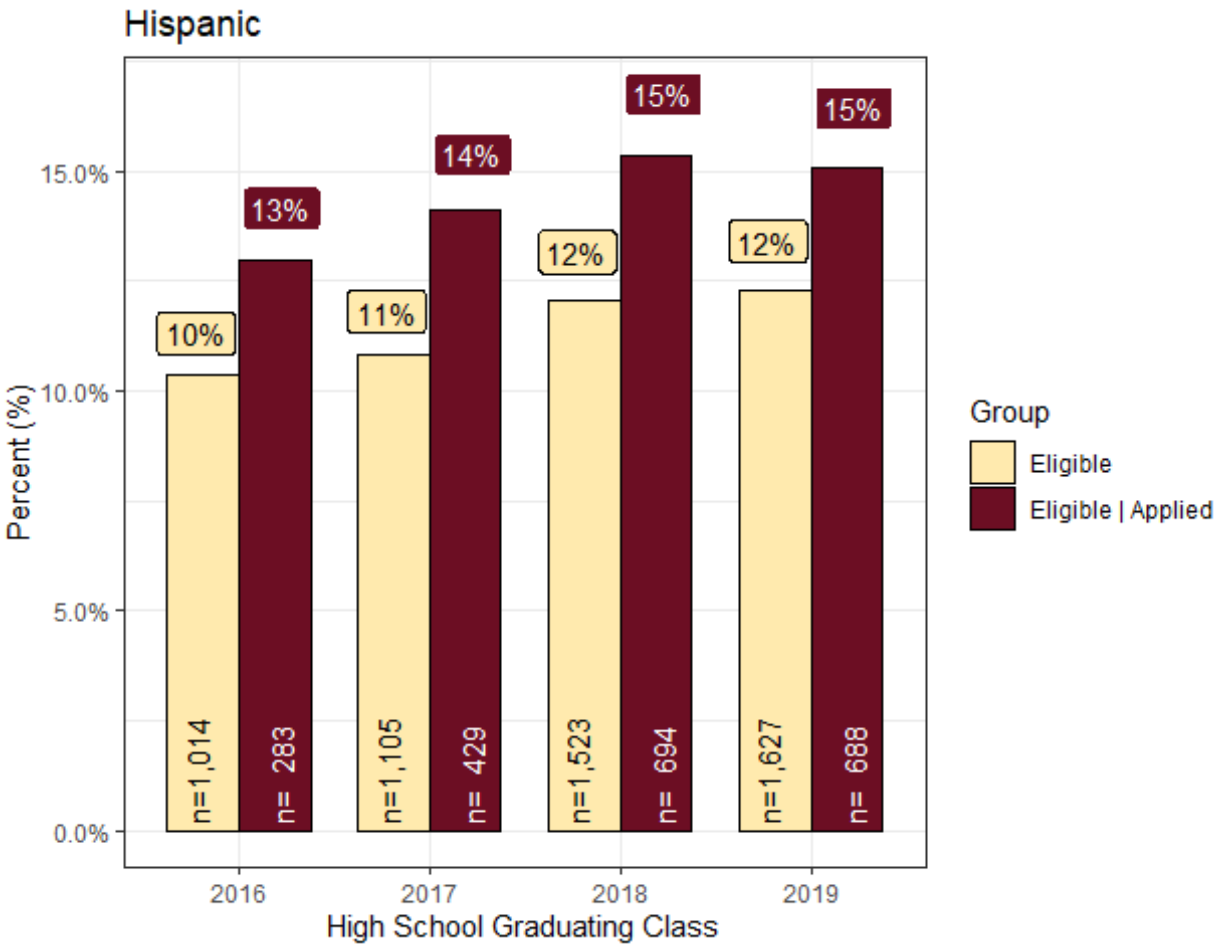

Figure 9. Comparison of eligible Hispanic student proportions

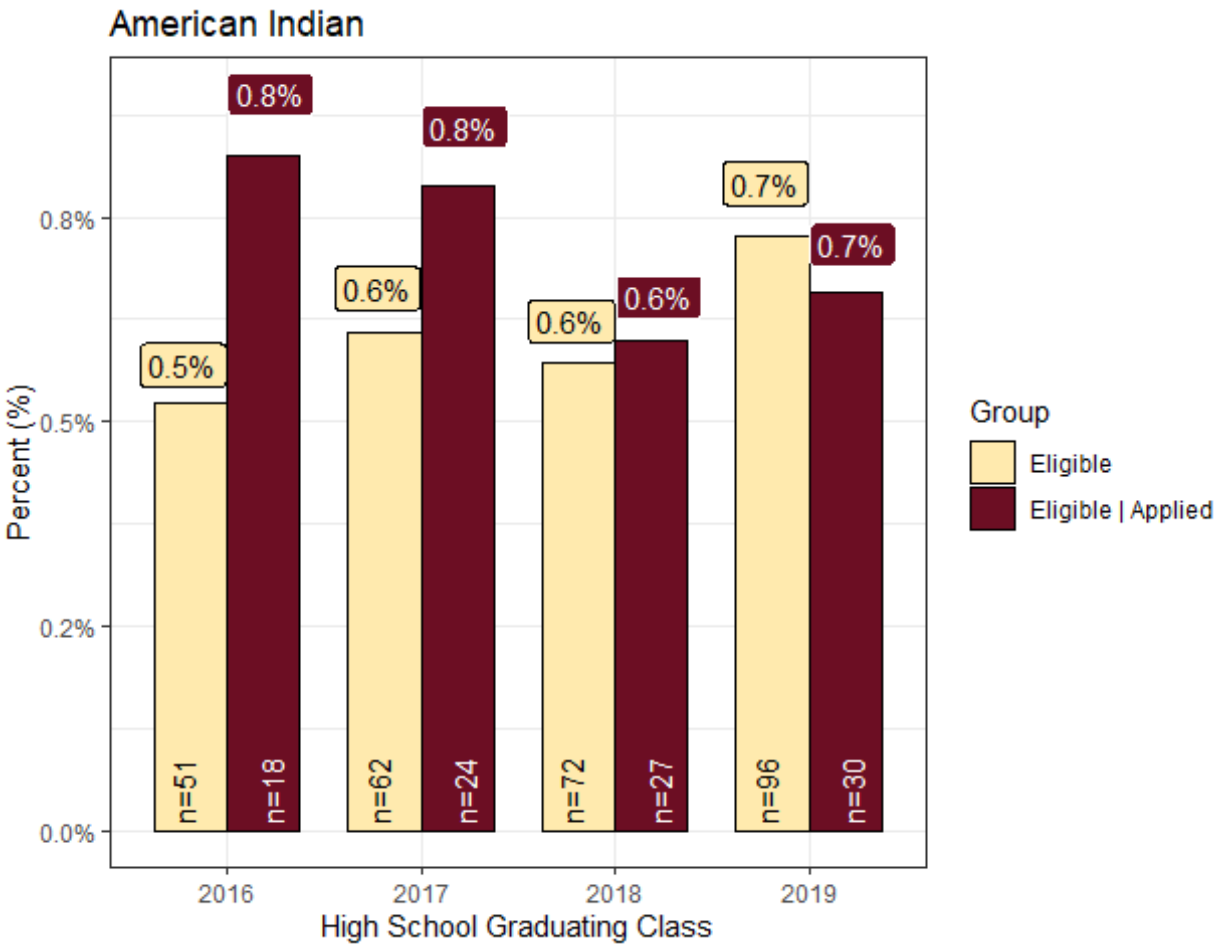

Figure 10. Comparison of eligible American Indian student proportions

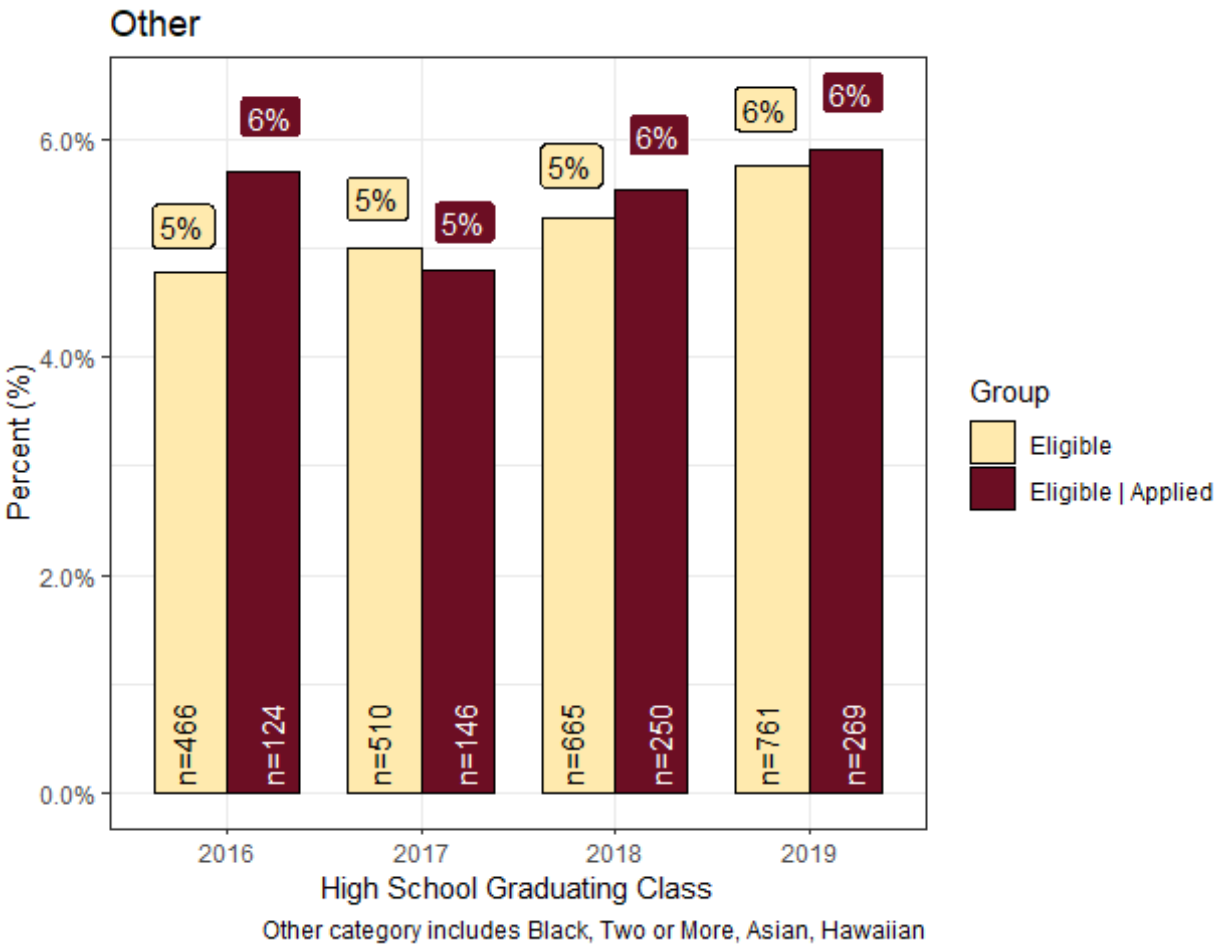

Figure 11. Comparison of eligible Other student proportions

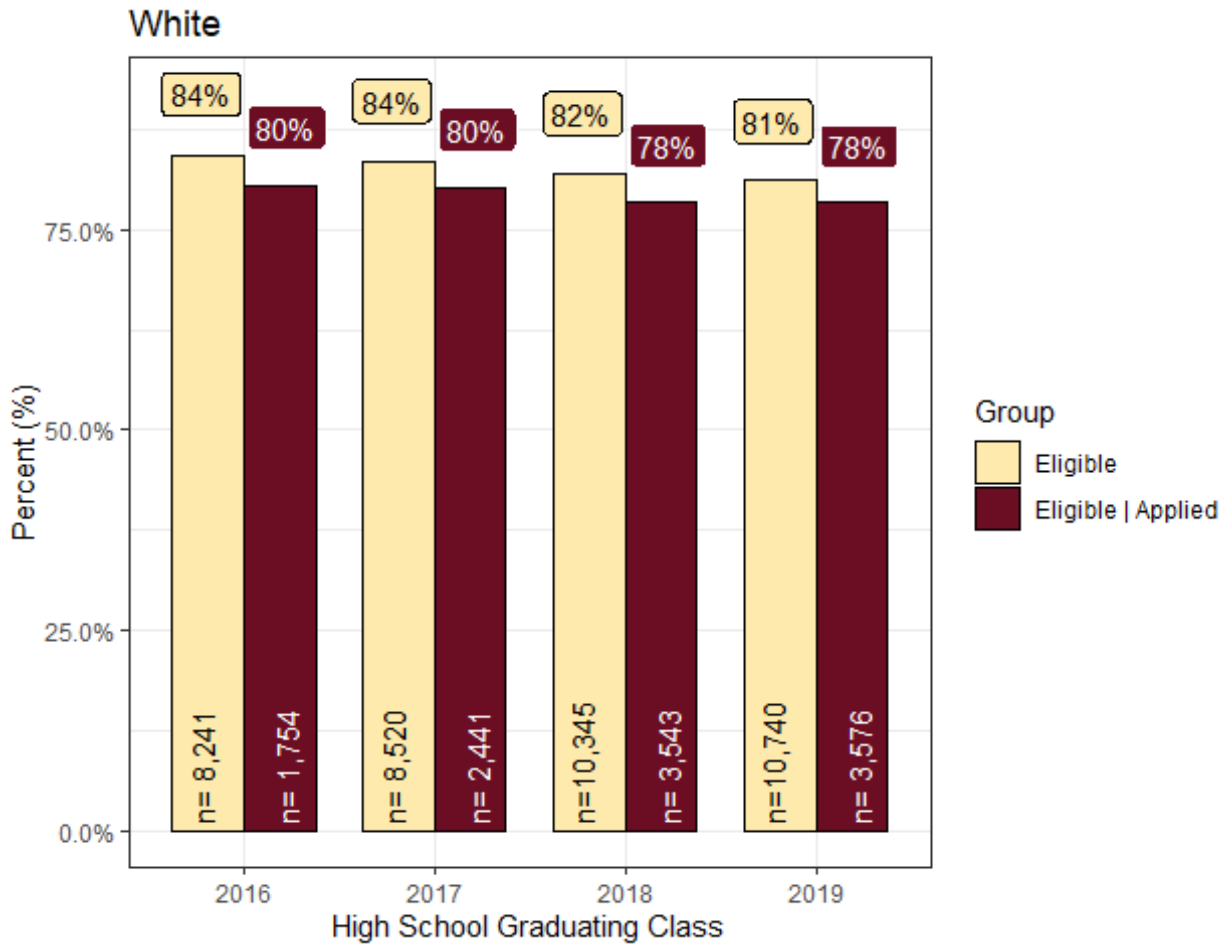

Figure 12. Comparison of eligible White student proportions

The Idaho Opportunity Scholarship appears to do well at serving economically disadvantaged and Hispanic students when looking at the composition of the eligible comparison group. Males, however, are a group that is underrepresented. The under-representation of males is not unique to the Opportunity Scholarship, as a gender gap is present in go on rates previously published by the Office of the State Board of Education.

6 OUTCOMES

To gauge the college outcomes of Idaho Opportunity Scholarship recipients, it is important to compare those outcomes against an appropriately similar population. In each of the following sections, the comparison groups will be explained and then their results discussed.

6.1 Go On: Fall Immediate

One important college outcome is the rate at which high school graduates attend college in the fall immediately after graduating high school. This measure is referred to as “Go On

Immediate". For this outcome measure, the GPA eligible high school graduates are compared to those who were eligible and applied for the Idaho Opportunity Scholarship in their senior year of high school. In the figure below, it is apparent that those who are eligible and apply for the scholarship go on immediately at a higher rate than those who are eligible to apply but do not apply. For the graduating class of 2019, those who are eligible and apply for the scholarship go on immediately at a rate of 75%[2] versus 56% who are eligible and do not apply for the scholarship. This trend can be seen in the following figure.

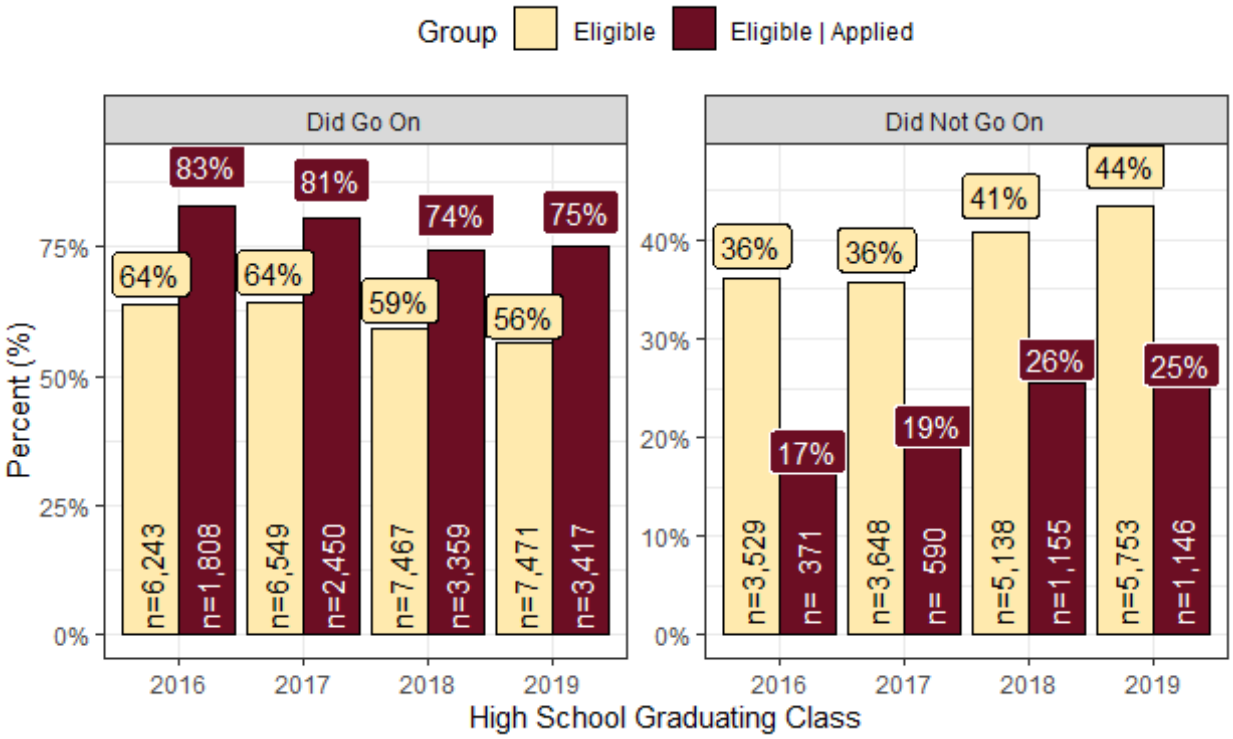

Figure 13. Comparison of Go On Immediate rates

For other college outcome measures discussed in the following sections, the comparison groups are composed of a subset of the above comparison groups. The GPA eligible high school graduates comparison group is limited to only those who went on to college in the immediate fall after high school graduation (Go On Immediate). The Idaho Opportunity Scholarship comparison group is composed of those who were eligible, applied and were awarded in the year following high school graduation. This means that they went on to college in the same time span as the comparison group.

6.2 Go On: Fall Immediate Behaviors

[2] Not all of the eligible students who apply for the scholarship receive or accept an award, therefore this group's go on rate is less than 100%.

Scholarship recipients attend in-state institutions at a higher rate than their eligible high school graduate counterparts because acceptance of the award is contingent upon attending an eligible Idaho institution. This can be seen in the figure below, showing that those who do not receive a scholarship do indeed attend out-of-state institutions.

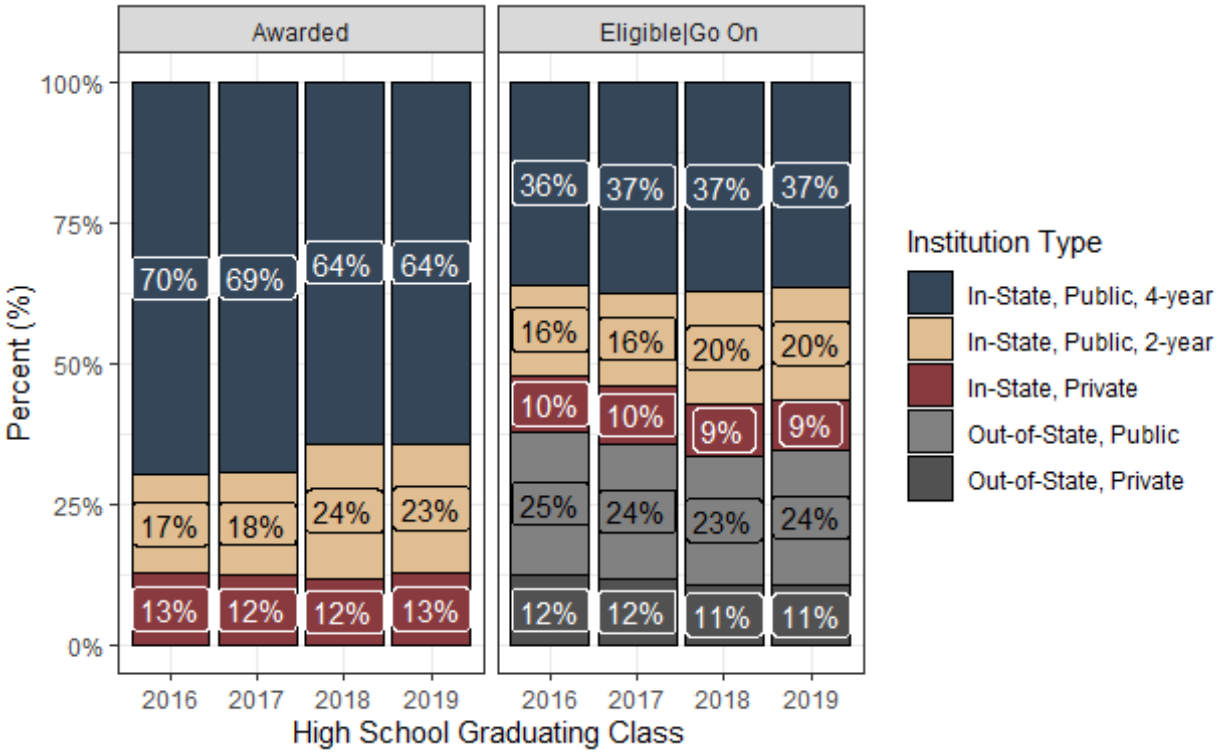

Figure 14. Comparison of Go On Immediate attendance by type of institution

Looking only at those students who go on to attend an Idaho institution, scholarship recipients are more likely to attend one of the public, 4-year universities compared to their counterparts. In both groups, however, moderate increases can be seen in attendance of the public 2-year institutions for the past several high school graduating classes, which can be seen in the figure below.

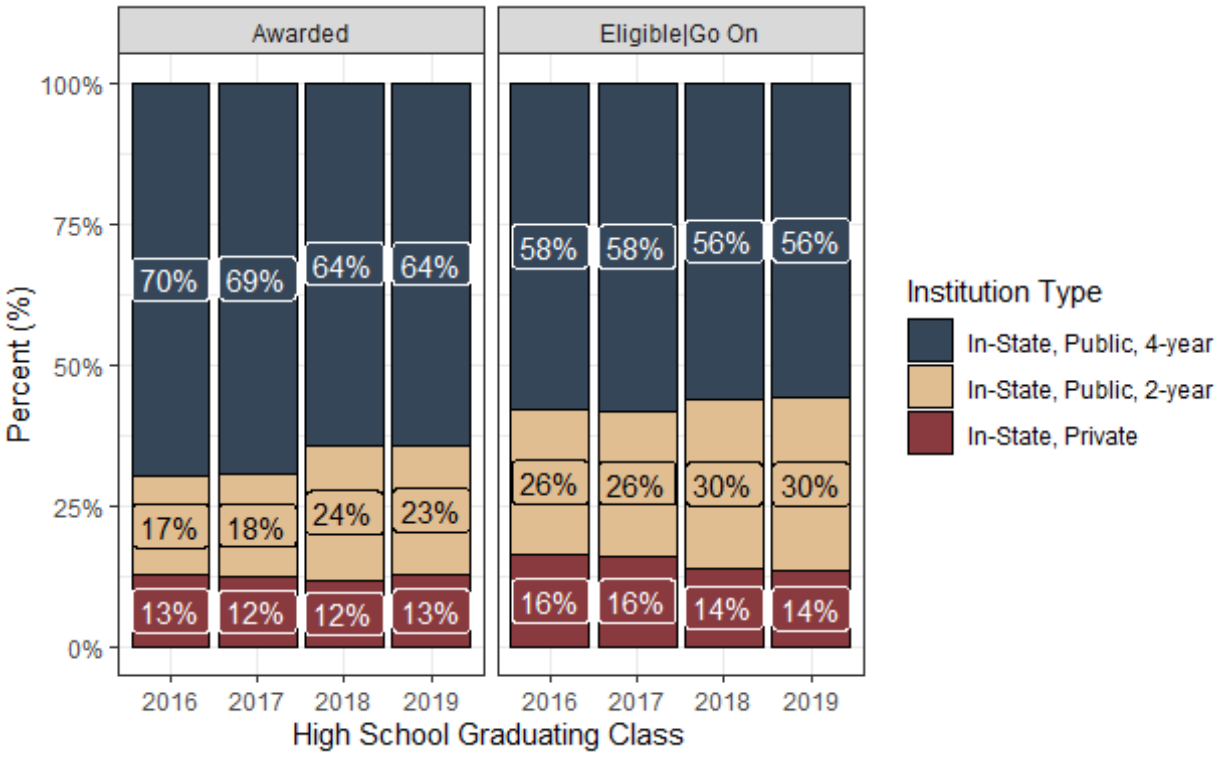

Figure 15. Comparison of Go On Immediate attendance in Idaho institutions by type of institution

6.3 College Credits[3]

Some of the ways to gauge student progress toward degree completion are to look at credits taken per year as well as credits accumulated over the course of college attendance. It is common for a minimum of 60 credits to be required for an Associate's degree (over at least two years) and 120 credits to be required for a Bachelor's degree (over at least four years). While not true in all cases, these credit minimums and time spans provide a useful point of comparison when assessing progress to degree completion.

Using the above credit benchmarks and time spans, a student would need to take and accumulate 30 credits every year to earn a degree within the common time spans associated with Associate's and Bachelor's degrees. The Opportunity Scholarship credit requirements for renewal and four-year time frame are designed to incentivize students to earn their credential within the four-year period. In the following figures, the scholarship recipients take more credits each year and therefore accumulated more credits than their eligible counterparts. The largest gap can be seen in the first year, where scholarship recipients tend to take about three more

[3] College credit outcomes are limited to only those taken at one of the Idaho public institutions as college credit data is not available for students who attend out-of-state or private institutions. Degree completion data, however, is available for students attending out-of-state and private institutions.

credits than the comparison group. This gap lessens in following years, but it does not close by year four, when scholarship recipients have accumulated nine more credits on average than their counterparts. The impact of this credit gap may also be observed when looking at degree completions.

6.3.1 Median Credits Taken per Year

The following four graphs show a comparison of the median credit load students have taken on a per year basis. These figures do not show how many credits were accumulated over the students' college careers; rather, they are representative of annual full-time or part-time credit taking behaviors.

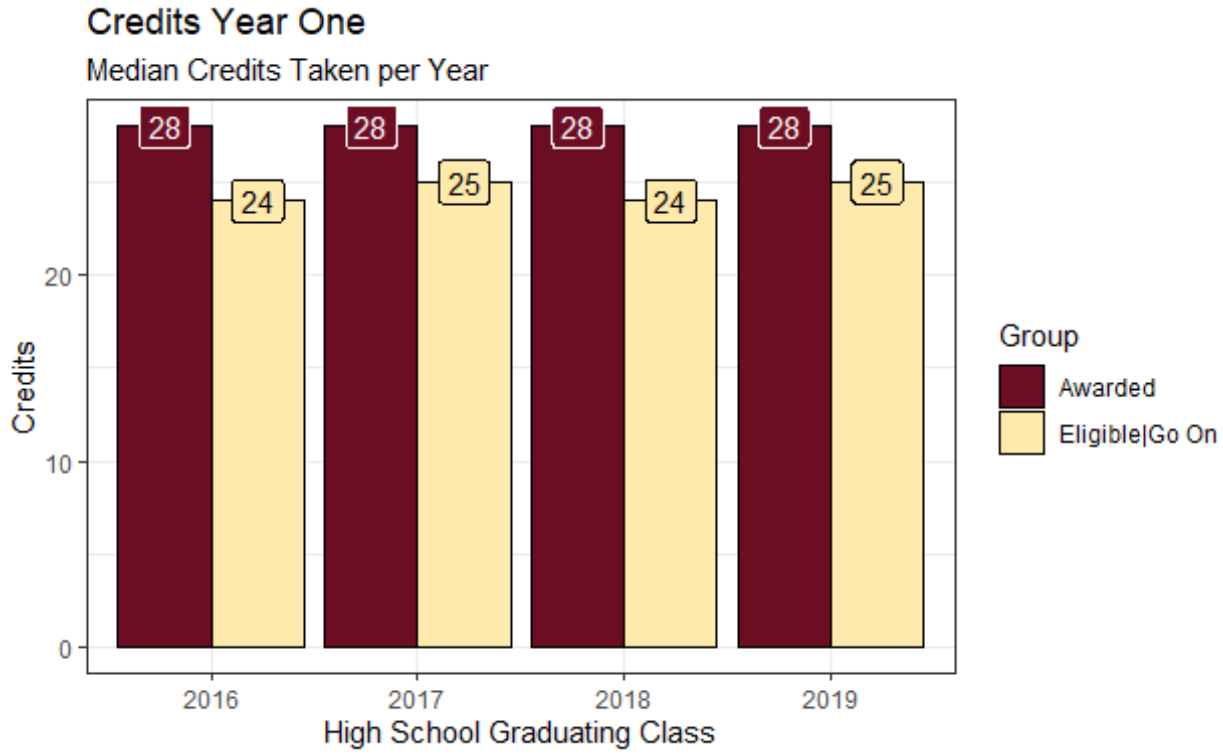

Figure 16. Comparison of median credits taken per year, year one

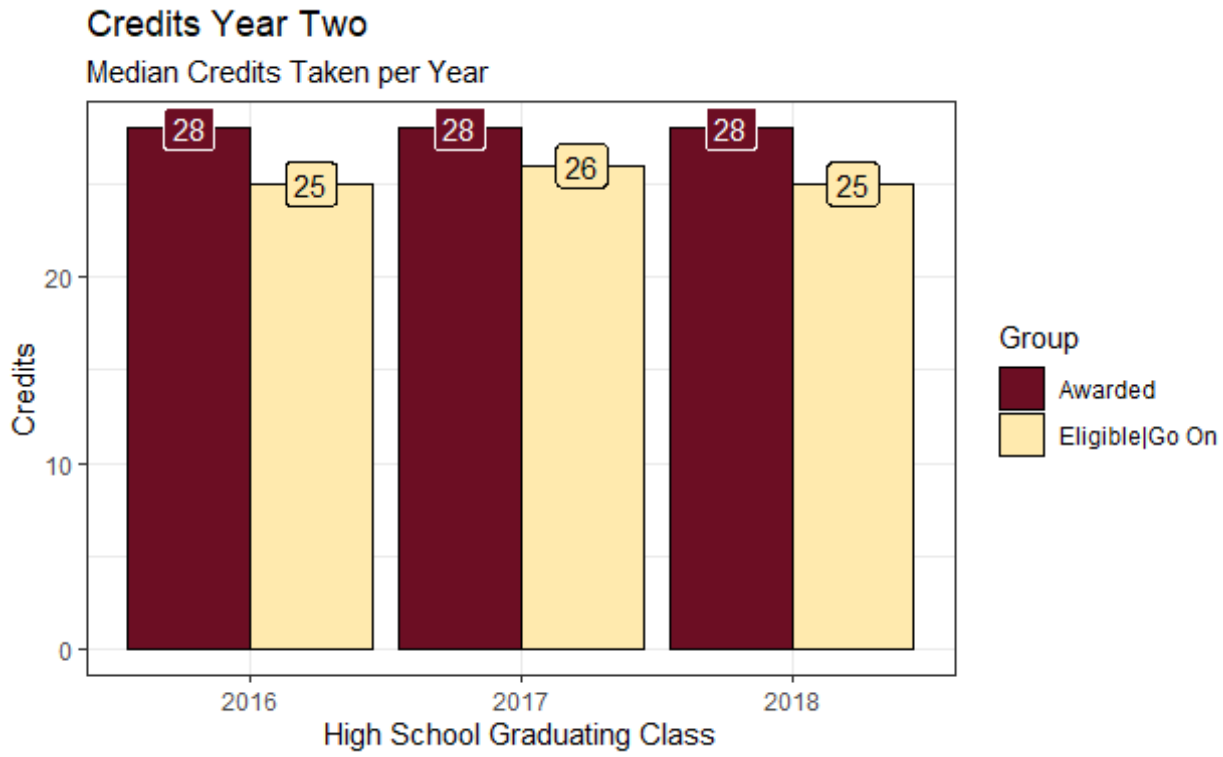

Figure 17. Comparison of median credits taken per year, year two

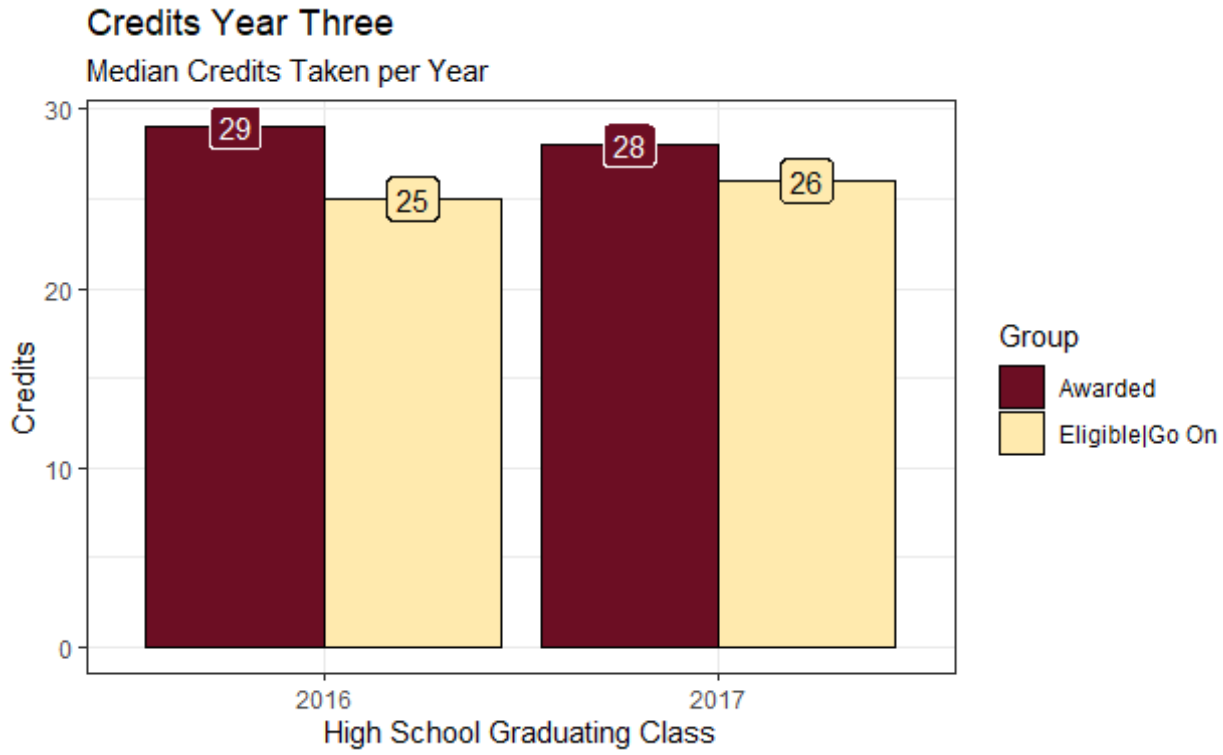

Figure 18. Comparison of median credits taken per year, year three

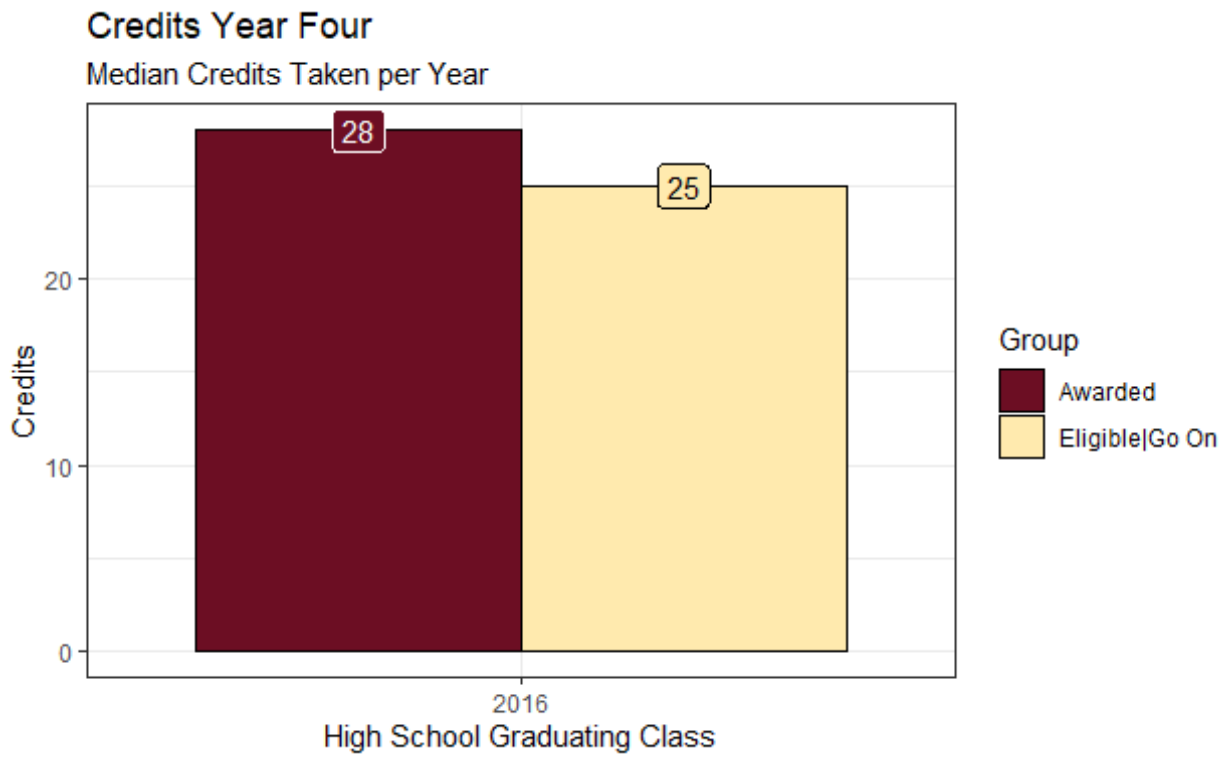

Figure 19. Comparison of median credits taken per year, year four

6.3.2 Median Credits Accumulated by Year End

The following four graphs show a comparison of the median credit accumulation of students over their college careers. These graphs are representative of how students are progressing toward credit requirements for degree completion.

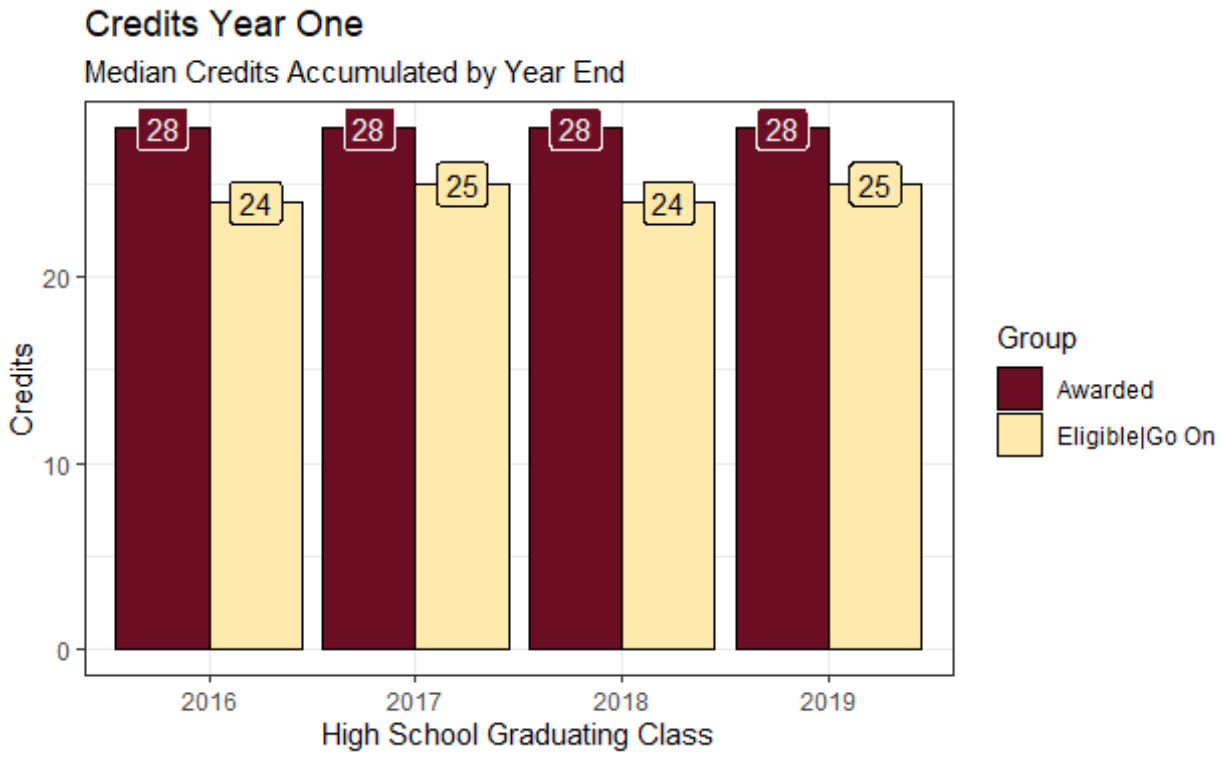

Figure 20. Comparison of median credits accumulated by end of year one

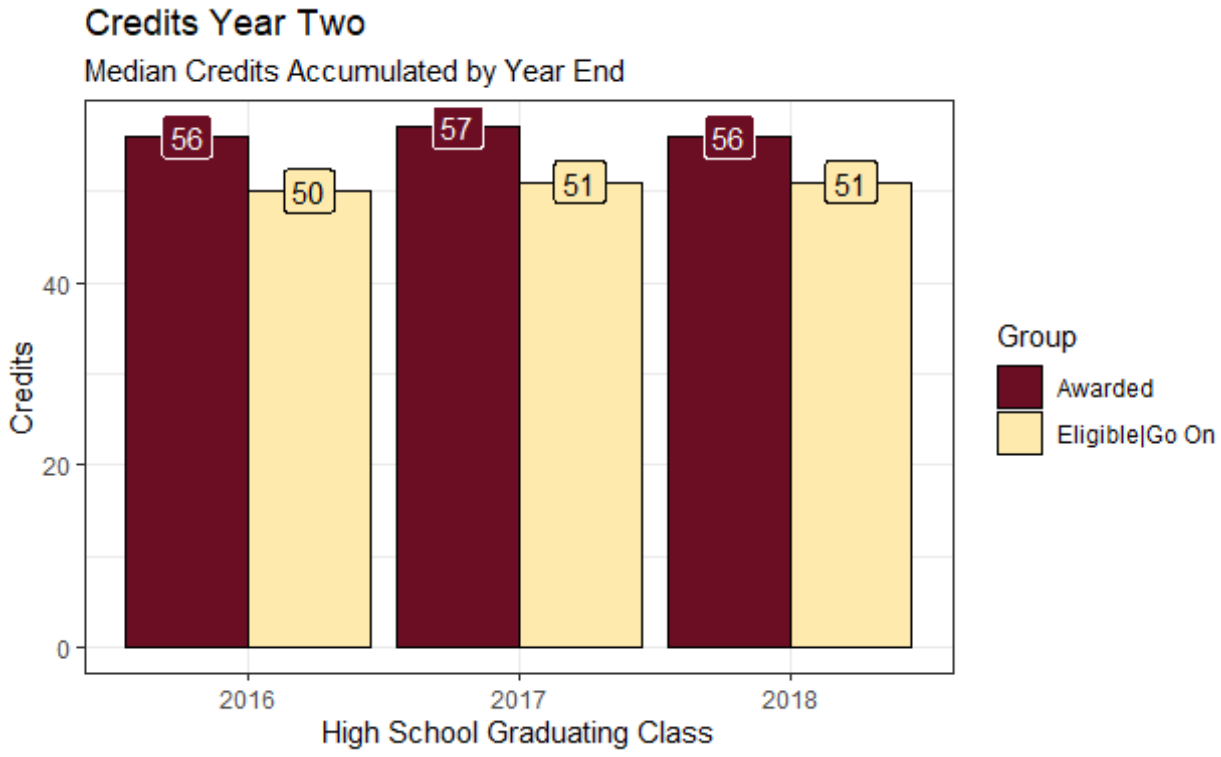

Figure 21. Comparison of median credits accumulated by end of year two

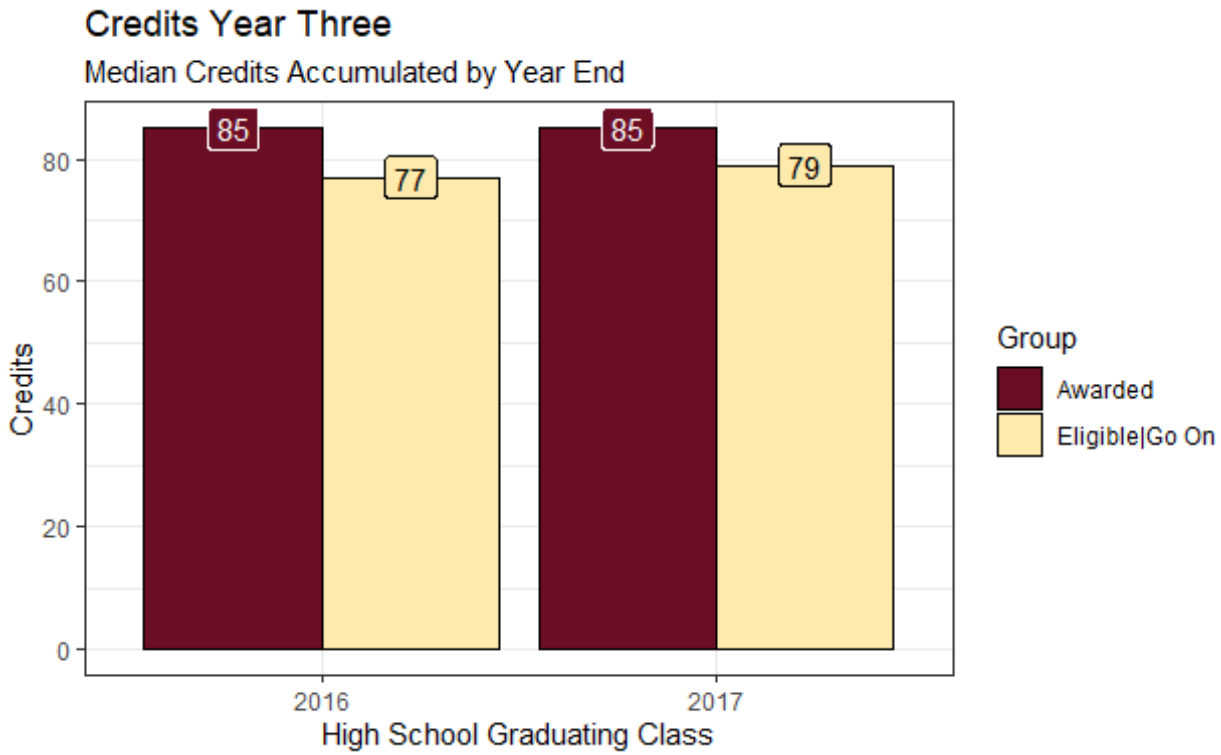

Figure 22. Comparison of median credits accumulated by end of year three

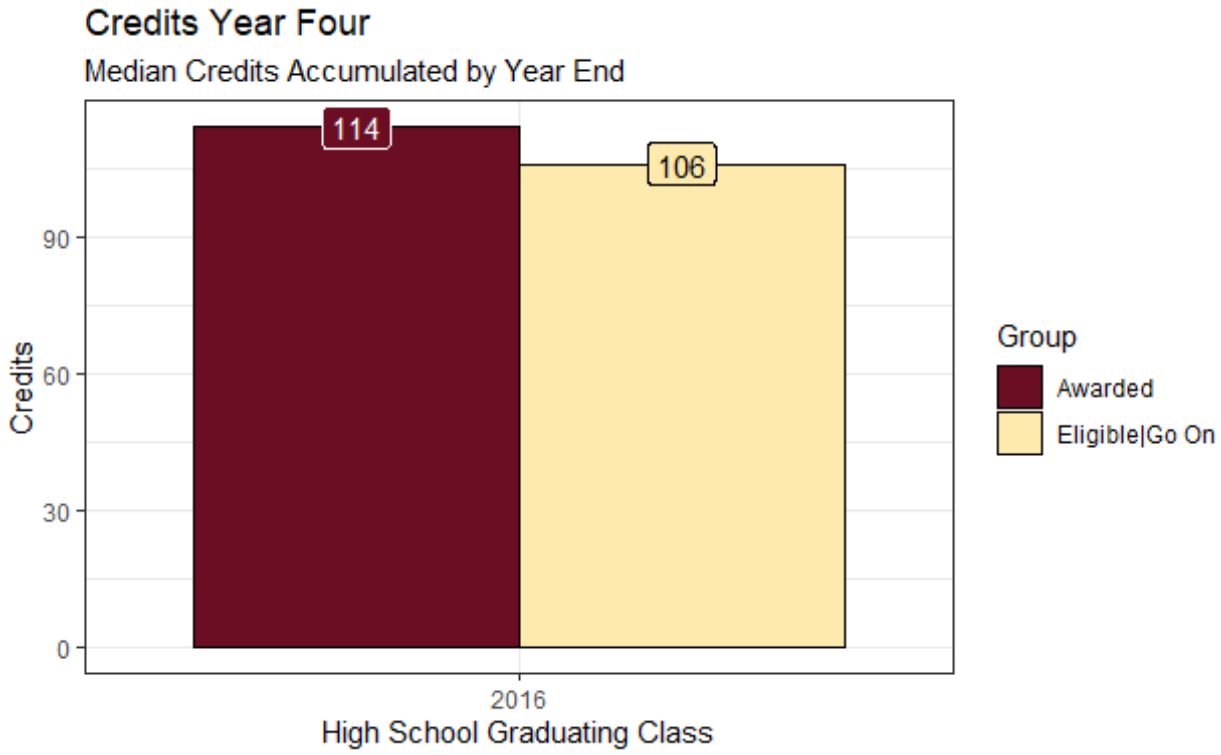

Figure 23. Comparison of median credits accumulated by end of year four

6.4 Degree Completion

Earning an Associate's degree is not always the end of a student's education, but can be seen as an intermediate point on the way to Bachelor's degree completion. Not all students receive an Associate's degree before earning their Bachelor's degree, but it is still valuable to look at Associate's degree completion rates. Idaho Opportunity Scholarship recipients tend to earn Associate's degrees at a higher rate than their eligible high school graduate counterparts, as seen in the figure below.

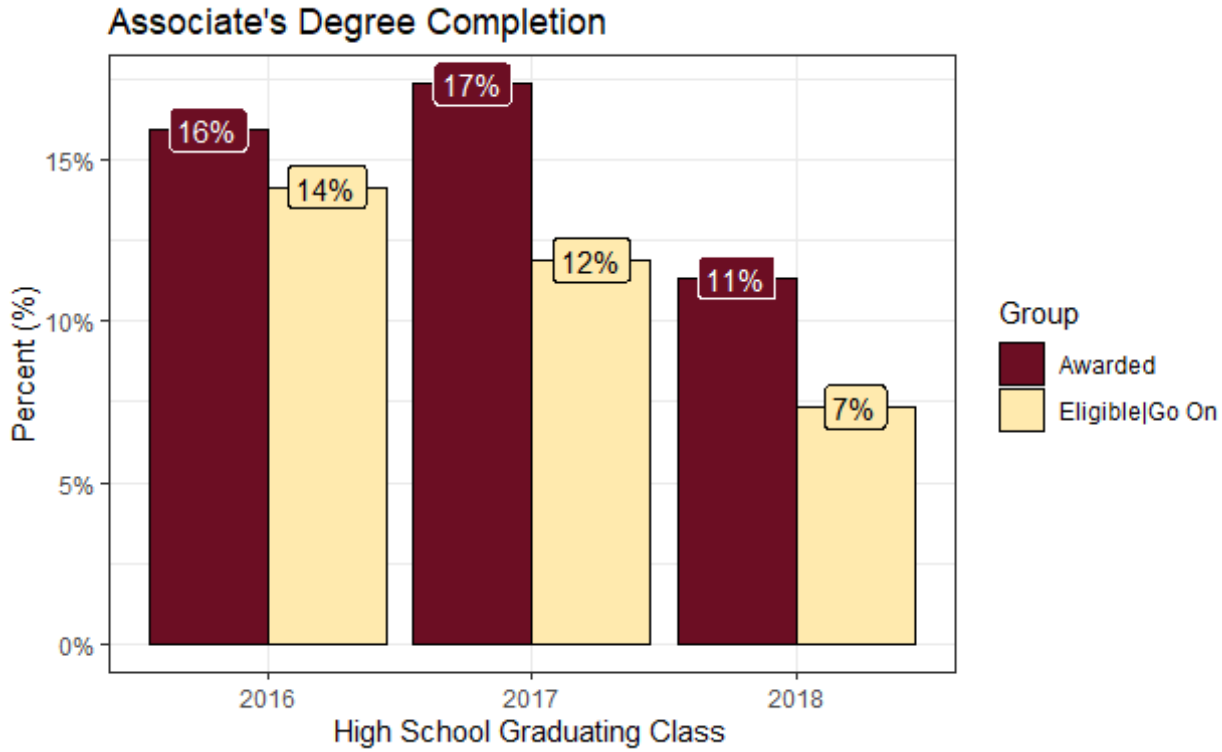

Figure 24. Comparison of Associate's degree completion rates

6.4.1 Bachelor's Degree Completers

The 2016 high school graduates have seen enough time elapsed to evaluate their progress toward Bachelor's degree completion. By the end of their fourth year[4] of postsecondary education, 36% of the scholarship recipients have received a Bachelor's degree compared to 26% of the eligible high school comparison group (see figure below).

[4] The end of the fourth year of postsecondary education is most closely related to on-time or 100% of time graduation rate measures for Bachelor's degree seekers.

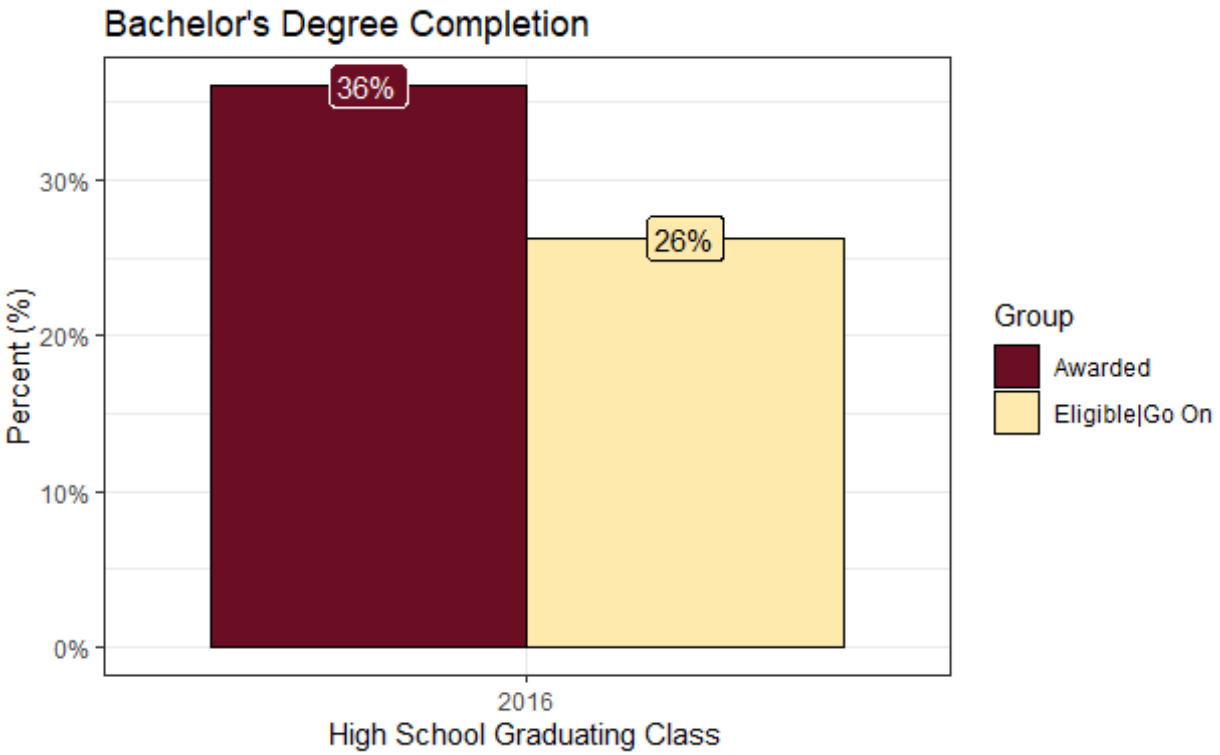

Figure 25. Comparison of Bachelor's degree completion rates

The scholarship recipient group of Bachelor's degree completers is made up of a higher percentage of economically disadvantaged and Hispanic students than the comparison group. This pattern was observed in the previous Accessibility section and holds true through Bachelor's degree completion, at least for the high school graduating class of 2016. The following figures show Bachelor's degree completions across the different demographic groups of economically disadvantaged status, gender, and race/ethnicity.

The difference between Bachelor's degree completion rates of economically disadvantaged students between the two groups is notable. Earlier, the percentage of economically disadvantaged students in the GPA eligible high school graduating class of 2016 was 39% compared to 44% who were eligible and applied for the scholarship. Contrast this with the composition of the Bachelor's degree completers below where economically disadvantaged students make up 45% of the scholarship group and only 16% of the comparison group.

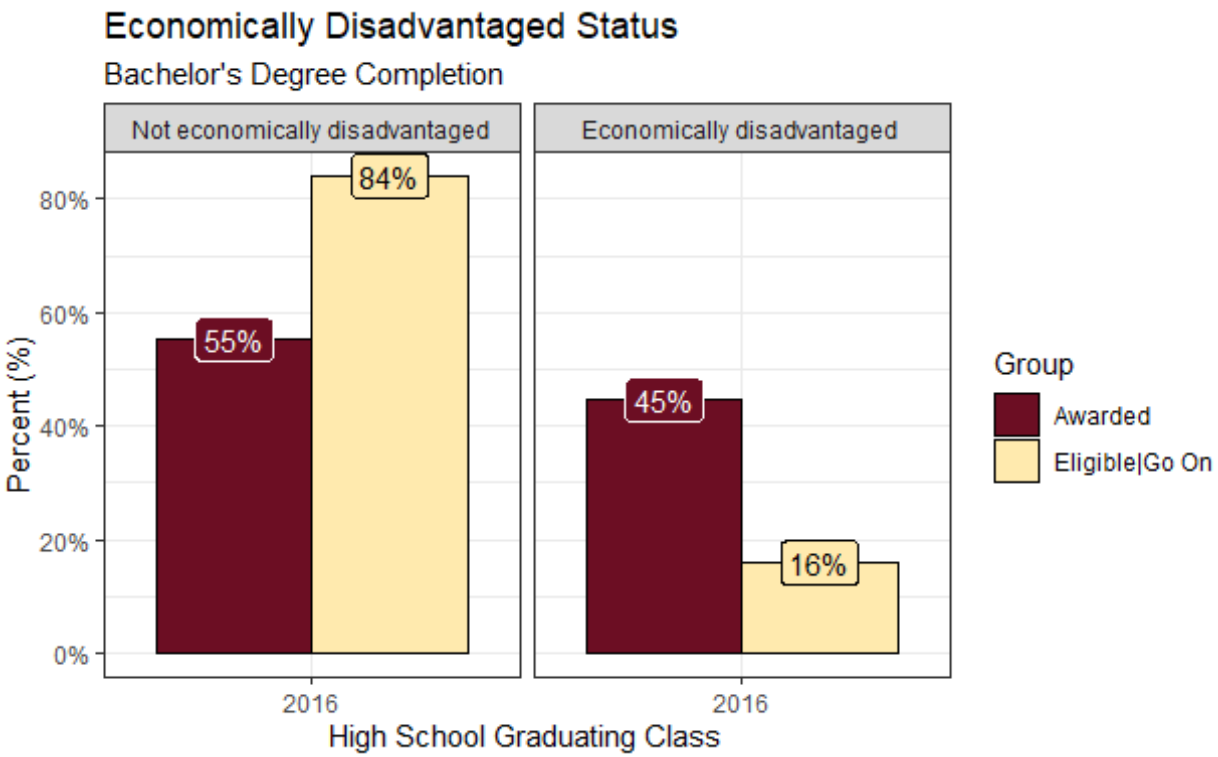

Figure 26. Comparison of Bachelor's degree completion rates by economically disadvantaged status

In the following figure, Hispanic students make up 15% of the scholarship participant group compared to 5% of the non-scholarship group. In comparison, the percentage of Hispanic students in the GPA eligible high school graduating class of 2016 was 10% compared to 13% who were eligible and applied for the scholarship.

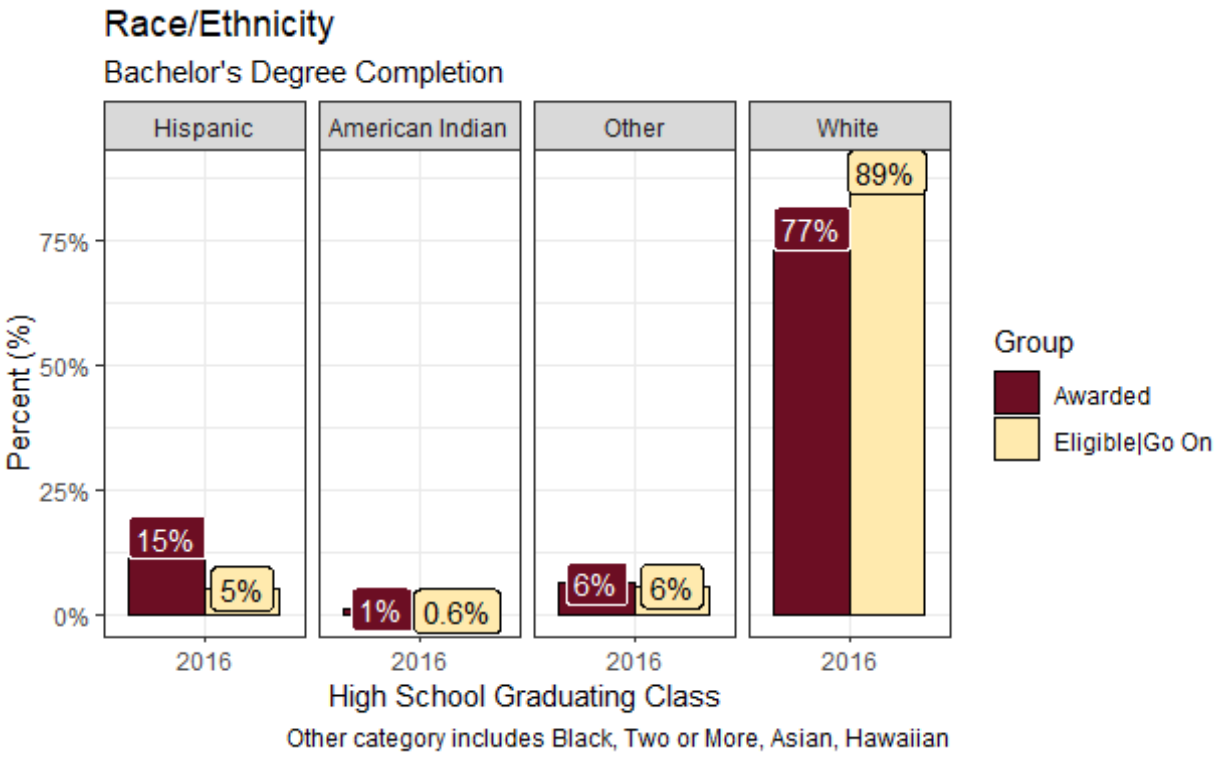

Figure 27. Comparison of Bachelor's degree completion rates by race/ethnicity

The trend in the gap between males and females is still apparent in Bachelor's degree completion across both groups, as can be seen in the following figure. Males in the scholarship group account for 29% compared to 34% in the non-scholarship group. In comparison, the percentage of males in the GPA eligible high school graduating class of 2016 was 43% compared to 34% who were eligible and applied for the scholarship.

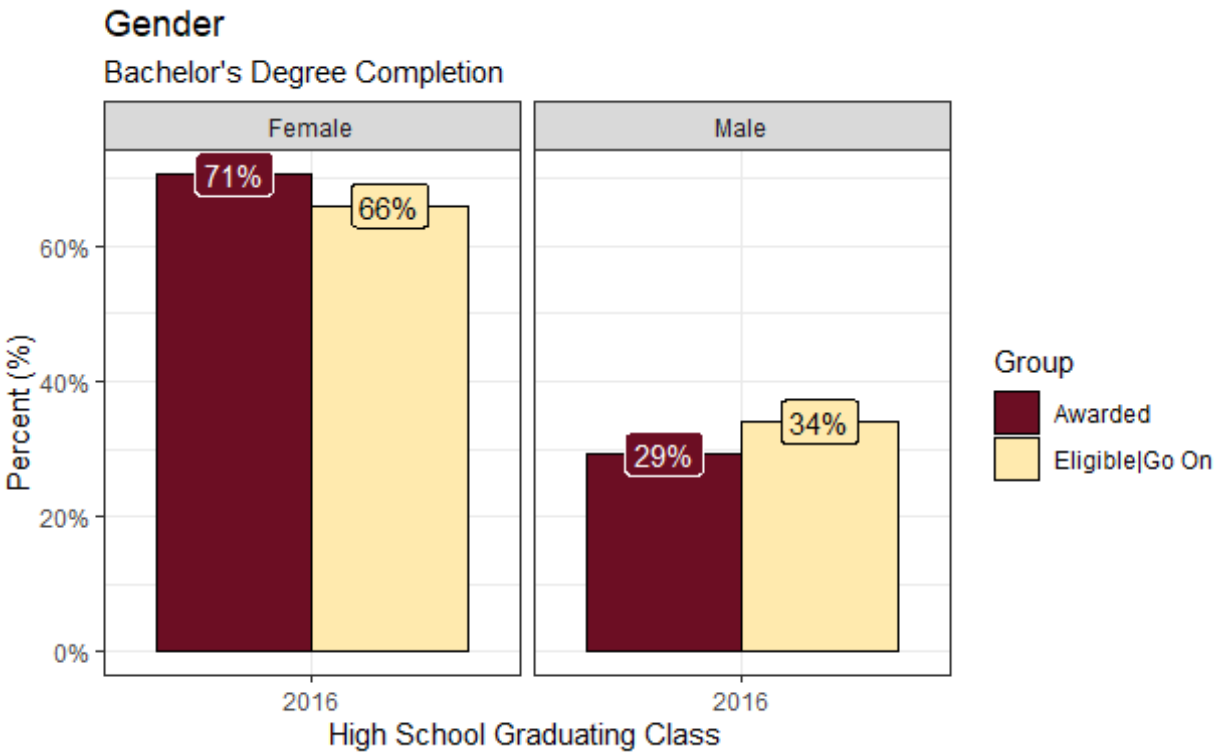

Figure 28. Comparison of Bachelor's degree completion rates by gender

7 OTHER SCHOLARSHIP PROGRAMS & ADDITIONAL INFORMATION

7.1 Applicants Awarded by Program

Overall, the Opportunity Scholarship makes up the majority of awarded scholarships across the award years 2015-2016 to 2019-2020. The Opportunity Scholarship for Adult Learners, which is a subset of the Idaho Opportunity Scholarship program, represents close to 2% of total awards and just finished its second award cycle in which it did see an increase. The GEAR UP Idaho Scholarship (now GEAR UP 2) represents the second largest program followed by Postsecondary Credit Scholarship and Armed Forces and Public Safety Officer Scholarship. The figure below summarizes the number of scholarships awarded across the award years, along with each program's percentage of total awards.

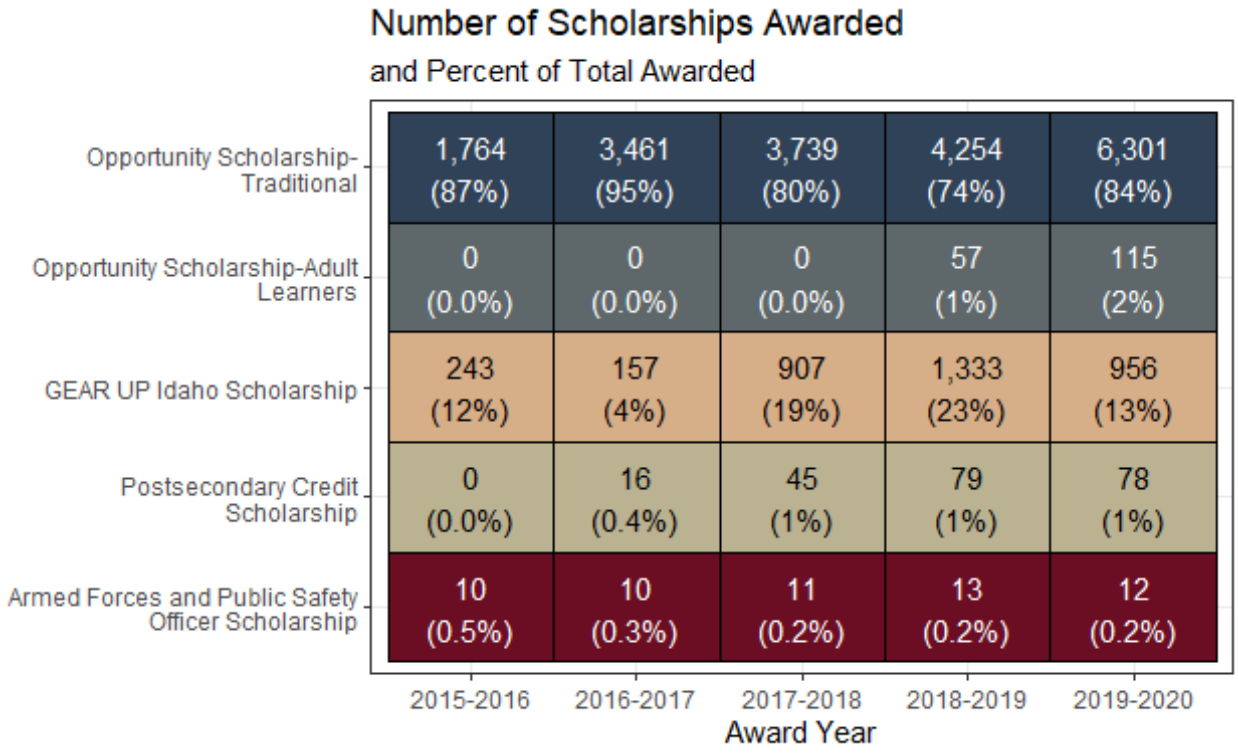

Figure 29. Number of awards and percent of total awards

The following table summarizes the total dollars awarded for each scholarship program across award years.

Table 1.Total dollars awarded by scholarship program

Program		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Opportunity Scholarship	Opportunity Scholarship-Traditional	$5,124,248	$9,014,248	$11,585,371	$14,237,582	$20,610,593
	Opportunity Scholarship-Adult Learners	-	-	-	$104,564	$348,670
GEAR UP Idaho Scholarship		$1,707,675	$1,537,934	$1,590,354	$2,679,543	$2,697,098
Postsecondary Credit Scholarship		-	$20,750	$62,850	$113,550	$114,450
Armed Forces and Public Safety Officer Scholarship		$176,000	$152,038	$174,497	$185,627	$156,966

7.2 Participating Eligible Institutions by Program

There are now 11 eligible Idaho institutions participating in Idaho scholarship programs. This includes all eight of Idaho's public institutions along with three private, not-for-profit Idaho institutions: BYU-Idaho, The College of Idaho, and Northwest Nazarene University. The table below lists the institutions by sector (or institution type), name, and abbreviation.

Table 2.Listing of institutions by sector, name, and abbreviation

Sector	Institution Name	Institution Abbreviation
Private not-for-profit, 4-year or above	Brigham Young University-Idaho	BYUI
	The College of Idaho	COI
	Northwest Nazarene University	NNU
Public, 2-year	College of Eastern Idaho	CEI
	College of Southern Idaho	CSI
	College of Western Idaho	CWI
	North Idaho College	NIC
Public, 4-year or above	Boise State University	BSU
	Idaho State University	ISU
	Lewis-Clark State College	LCSC
	University of Idaho	UI

The following table summarizes the number of scholarship awards by scholarship and participating eligible institution for award years spanning 2015-2016 to 2019-2020.

Table 3.Scholarships awarded by program and participating eligible institution

Institution Abbreviation	Opportunity Scholarship-Traditional	Opportunity Scholarship-Adult Learners	GEAR UP Idaho Scholarship	Postsecondary Credit Scholarship	Armed Forces and Public Safety Officer Scholarship
BYUI	1,332	12	234	25	-
COI	305	-	36	7	-
NNU	225	-	13	6	-
CEI	130	-	20	-	-
CSI	847	15	398	15	-
CWI	817	13	200	-	-
NIC	424	7	169	10	-
BSU	3,482	82	199	35	10
ISU	1,679	16	292	36	6
LCSC	580	5	114	8	-
UI	2,697	-	233	40	6

7.3 Total Completions by Program

The following table summarizes the number of scholarship recipients who have completed a degree or certificate having first received a scholarship in one of the award years spanning 2015-2016 to 2019-2020.

Table 4.Completions by type and program

Completion Type	Opportunity Scholarship-Adult Learners	Opportunity Scholarship-Traditional	GEAR UP Idaho Scholarship	Postsecondary Credit Scholarship	Armed Forces and Public Safety Officer Scholarship
Bachelor's Degree	†	1,947	10	11	6
Associate's Degree	†	982	176	22	-
Certificate (2 Year)	-	323	68	†	-
Certificate (1 Year)	-	192	44	†	-

†: data suppressed at n < 5

Idaho State Board of Education

DUAL CREDIT REPORT

February 2021

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Idaho State Board of Education Research Report: Dual Credit

Publication Date: February 2021

PUBLICATION NOTE: Originally published in January 2021 and republished in February 2021 with corrections

Table of Contents

Executive Summary....2

Methodology....6

Background....8

Overview: Advanced Opportunities Dual Credit at the Public Postsecondary Institutions in FY2020....11

Analysis of Impact: Examination of the Impact of Changes in the Advanced Opportunities Program....16

Outcomes: Dual Credit Grades Earned, Postsecondary Enrollment, and Time to Completion of Degree....20

Conclusions....28

Appendix....29

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> Students who took dual credit through the public system were overwhelmingly successful in their courses.

Executive Summary

Idaho Students Are Increasingly Pursuing Dual Credit[1]

In FY2017, this trend was accelerated with the implementation of the current form of the Advanced Opportunities[2] (AO) program. In this program, Idaho students are allocated $4,125 to spend on AO between seventh and twelfth grades.[3] While students can choose from several different types of AO, more students participate in the dual credit part of the program than in all the other parts of the program combined.

Dual Credit Courses Are Overwhelmingly Taken Through One of Idaho's Eight Public Postsecondary Institutions[4]

Eighty-seven percent of the credits attempted through AO in 2019-2020 were attempted through one of these institutions.[5] Seventy-nine percent of students who took AO dual credit in that time period took all of their courses through the public system; 93 percent of AO dual credit students took at least one course through the public system.

[1] Dual credit courses are college level courses taken by junior high/high school students. A student receives both high school and college credit for a dual credit course.

[2] Advanced Opportunities encompasses Advanced Placement exams, International Baccalaureate exams, Professional Certification Exams, and College Level Examination Program exams. It also includes Overload Courses, Dual Credit, Workforce Training Courses, and the Early Graduation Scholarship.

[3] Very few students take dual credit courses prior to 9th grade. In FY20, a total of 175 dual credits were attempted by students in the 7th and 8th grades compared to 49,851 dual credits attempted by students in the 9th and 10th grades and 183,809 dual credits attempted by students in the 11th and 12th grades.

[4] The 8 public postsecondary institutions in Idaho are Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

[5] Northwest Nazarene University accounted for 12 percent of AO dual credits attempted. The remaining 1 percent were spread out over several institutions.

Most dual credits attempted at the public institutions by AO dual credit students were academic dual credits rather than Career Technical Education (CTE)

We were able to identify 189,917 AO dual credits as academic and 7,612 as (CTE).[6] There were 148,045 credits attempted in General Education Matriculation[7] (GEM) courses.The most common type of GEM courses attempted were Social and Behavioral Ways of Knowing courses; the least common type of GEM courses attempted were Oral Communication GEM courses (see appendix for the two most common courses in each GEM category).

Students Who Took Dual Credit Through the Public System Were Overwhelmingly Successful in Their Courses

Ninety-four percent of credits attempted were awarded a grade of C- or better. Students were slightly more likely to be successful in academic courses (94 percent of credits were at a C- or better) than CTE courses (91 percent of credits were at a C- or better).[8] Students were less likely to be successful in Oral Communication GEM Courses – only 91 percent of credits were at a C- or better compared to 94 to 95 percent of credits in other types of GEM Courses.[9]

Students Who Took Dual Credits Were Less Likely to Be Economically Disadvantaged Than Students Statewide

However, there was not a difference in economic disadvantage status for students who took dual credits and the students who attended the same schools. This suggests some of the difference in access to dual credit is between schools and not between students within a particular school. Students who took dual credit were more likely to be white and less likely to be Hispanic compared to both students statewide and students who attended the same schools.[10] None of the differences for other race groups were statistically significant. Finally, females were more likely to take dual credits than males.The difference between the share of males in schools that offer dual credit and the share of males who take dual credit (8 percentage points) is larger than the difference between other groups (0 percentage point difference for economically disadvantaged students and 3 percentage points for Hispanic students).

There Were Differences Between Groups of Students in Terms of What Types of Dual Credit Courses Students Took

Economically disadvantaged students were slightly more likely to choose CTE courses when compared to their non-economically disadvantaged schoolmates. Males were also more likely to choose CTE courses when compared to their female schoolmates. Finally, there were differences between students of different race/ethnicities. Multi-race students were more likely to take CTE courses compared to their white schoolmates while Asian and American Indian students were less likely to take CTE courses when compared to their white schoolmates.

[6] We were unable to match all AO records to institution records. We could not match approximately 5,400 credits which means we could not classify those credits as either academic, CTE, or GEM. We could also not report on grades for these credits.

[7] General education courses constitute thirty-six (36) or more credits of all Associate of Arts, Associate of Science, and Baccalaureate degrees awarded in Idaho. Under Idaho's general education framework, at least thirty (30) credits must come from General Education Matriculation (GEM) courses that fall within one of six (6) competency areas: Written Communication; Oral Communication; Mathematical Ways of Knowing; Humanistic and Artistic Ways of Knowing; Scientific Ways of Knowing; and Social and Behavioral Ways of Knowing.

[8] This difference is statistically significant (p=0.029).

[9] This difference is statistically significant (p=0.068).

[10] This differences for white and Hispanic students are all statistically significant with p=0.000.

Demographic	*More Likely* to Take Dual Credit CTE Courses	*Less Likely* to Take Dual Credit CTE Courses
Gender	Males	Females
Economic Disadvantage	Economically disadvantaged students	NOT economically disadvantaged students
Race/Ethnicity	Multiracial students (as compared to white students)	Asian & American Indian students (as compared to white students)

For students who took academic courses, economically disadvantaged students were slightly less likely to take GEM courses (courses accepted across all eight public institutions) than their schoolmates who were not economically disadvantaged. Hispanic, Asian, and Black students were less likely to take GEM courses than their white schoolmates. There was no difference between males and females in terms of taking GEM courses.

Demographic	*More Likely* to Take GEM Courses	*Less Likely* to Take GEM Courses
Gender	No gender difference	No gender difference
Economic Disadvantage	NOT economically disadvantaged students	Economically disadvantaged students
Race/Ethnicity	No races/ethnicities were more likely to take GEM courses than white students	Hispanic, Asian, & Black students (when compared to white students)

Different Types of Students Had Different Dual Credit Course Outcomes

Economically disadvantaged students were slightly less likely to earn a grade of C- or better in their courses (90 percent) compared to students who were not economically disadvantaged (95 percent).[11] Hispanic students were less likely to earn a grade of C- or better in their courses (91 percent) than white students (95 percent), as were American Indian students (88 percent) and multi-race students (93 percent).[12] Asian students (97 percent) were more likely than white students to earn a grade of C- or better. Male students were less likely (93 percent) to earn a grade of C- or better than female students (95 percent).[13]

[11] This difference is statistically significant with p = 0.000.

[12] These differences are statistically significant with p=0.000 (Asian students, Hispanic students and American Indian students), p=0.002 (Multi-race students).

[13] This difference is statistically significant with p = 0.000.

Demographic	*More Likely* to Earn a Grade of C- or Better in Dual Credit Courses	*Less Likely* to Earn a Grade of C- or Better in Dual Credit Courses
Gender	Females	Males
Economic Disadvantage	NOT economically disadvantaged students	Economically disadvantaged students
Race/Ethnicity	Asian students (when compared to white students)	Hispanic, American Indian, & multiracial students (when compared to white students)

Implementation of the Current Advanced Opportunities Program Did Make Dual Credit More Accessible to All Students

We compare the share of 2015-16 graduates who earned dual credit with the share of 2019-20 graduates who earned dual credit by demographic group (economic disadvantage, gender, race/ethnicity) and by district location (education region and district locale). The graduating class of 2019-20 was the first class to have spent all four years of high school under the current form of the AO program. The graduating class of 2015-16 was the last class to have graduated prior to the implementation of the current AO program. We show all groups of students were more likely to earn dual credit and most groups earned more dual credits under the current AO program than under the old version of the program.[14] However, some groups did not utilize the expansion as much as other groups. There is concern that American Indian students did not utilize the expansion of AO and that they also earn lower grades in dual credits. More research should be done to better understand these dynamics.

We examine the educational outcomes of students after high school graduation. As discussed above, the first class who benefited from the current Advanced Opportunities program for all years of high school graduated in 2019-20. This means we have limited information on the outcomes of students who fully participated in Advanced Opportunities. We do show that students from this class who earned dual credits were more likely to go to college the fall immediately after high school graduation than students who did not earn dual credit. This parallels findings from earlier graduating classes.

We have more complete data on outcomes for students who earned at least some of their dual credits under previous versions of the Advanced Opportunities program. We examine the outcomes of students after high school graduation and find that students who earn more dual credits in high school are more likely to go-on to college and earn college degrees in fewer years than students who earn no or few dual credits in high school.

[14] We only have sufficiently detailed data on dual credits earned at high school graduation in the 8 public postsecondary institutions in Idaho.

Methodology

Data Sources for the 2020 Dual Credit Report

- Data from the State Department of Education (SDE) regarding administration of the Advanced Opportunities program
- Data compiled from a State Board of Education data request to the public postsecondary institutions for the dual credits earned in the 2019-20 academic year to match with the Advanced Opportunities data
- Data from the annual dual credit reports submitted by Idaho's public postsecondary institutions to the Office of the State Board of Education to show dual credits earned and students served at each of those institutions
- Data from the Postsecondary Measures of Academic Progress (PMAP)[15] to characterize secondary student demographics, go-on rates[16], college degree attainment and the number of dual credits earned

We have detailed data on course outcomes that were taken from the 8 public postsecondary institutions. We have more limited data outside of these institutions. This is not a shortcoming of the data, rather, it reflects the fact that the State Board of Education has oversight over the public postsecondary institutions and, thus, can gather detailed data from those institutions that is not available from other sources.

Our program totals do not necessarily match those from the SDE's annual Advanced Opportunities report. The Advanced Opportunities report includes data as it relates to funding requests. We used the same underlying data but we used slightly different definitions due to the different focus of the reports. For instance, we only count a course once for the same term, same institution, and same student regardless of whether or not the student moved high schools and took the course at both schools. We also only count courses for which AO payments were made – we excluded courses from our analysis in which payment was denied.

In many ways, this serves as a proof of concept on the type of analysis that can be done by combining the data used to administer the Advanced Opportunities program with course level data in PMAP. This matching was only made possible this year due to a change in how the course names were collected in the Advanced Opportunities administrative data.[17] In order to make matching easier in the future, common academic terms should also be gathered from K-12 and postsecondary data sources.

In conducting this study, we test whether or not differences between groups are statistically significant.[18]

[15] PMAP is the state's postsecondary longitudinal data system.

[16] The go-on rate is the rate at which high school graduates go-on to college. Go-on rates as measured at several intervals – the fall immediately after high school graduation, within one year of high school graduation, and within three years of high school graduation.

[17] Much appreciation is extended to the SDE Advanced Opportunities staff who made this change.

[18] We use a z-test to determine statistical significance. A z-test is used instead of a t-test because the differences between groups are differences in proportions (such as the proportion female or the proportion who go-on to college). We report differences as statistically significant for levels of 0.10 or lower.

Finally, the results from the analysis on student outcomes should not be interpreted as causal. While students who earn more dual credits are more likely to go-on and earn an associate or bachelor degree than students who earn few or no dual credits, these differences are not necessarily caused by the differences in dual credits earned. Students who are more likely to go-on and earn a degree may also be more likely to earn dual credits. In-depth statistical modeling would be necessary to better understand the degree to which the relationship observed is causal versus correlative.

Background

Advanced Opportunities Program

Idaho's AO program was instituted in its current form on July 1, 2016. It merged several already existing programs (specifically, 8 in 6; Dual Credit for Early Completers; Fast Forward; and the Mastery Advancement Program). The current AO program authorizes for every public school student in grades 7 through 12 up to $4,125 to spend on Advanced Opportunities.[19] All local education agencies (LEAs) are required to offer at least one AO.[20] Not all LEAs offer all AO programs. Therefore, students may be constrained in their choice of which AO program to pursue based on the school district or charter school they attend.

Dual credit is by far the largest component of the AO program. According to the SDE's annual Advanced Opportunities Program report, 29,768 students enrolled in dual credit courses out of the 39,304 total program in FY20.[21] Furthermore, 87% of the dual credits attempted (204,437 out of 235,382.5) were attempted at Idaho's public postsecondary institutions.[22]

Table 1. Advanced Opportunities dual credit by institution, FY20[23]

Institution	Amount	Unduplicated Credits	Unduplicated Headcount[24]
BSU	$2,390,847	31,999	6,822
ISU	$1,821,526	24,388	3,744
LCSC	$561,013	7,509	1,229
UI	$860,760	11,498	2,331
CEI	$198,161	2,651	537
CSI	$3,141,298	42,154	7,640
CWI	$4,833,024	64,848	11,716
NIC	$1,319,941	17,883	1,888
NNU	$2,096,976	28,061	5,894
TVCC	$98,725	1,517	246
Utah St	$70,050	935	140
BYU-I	$15,768	324	51
Other	$11,485	68	49
Total	**$17,419,573**	**233,835**	

As mentioned above, these totals include some duplicate courses and some courses that were denied payment. If we only counted non-duplicate courses that had positive payment, then there were a total of 29,672 students enrolled in dual credit courses for a total of 233,835 credits. Table 1 shows the unduplicated headcount for the largest participating institutions along with the amount paid and total unduplicated credits. Neither the credits or the headcount reported for each institution match what is reported later on this paper. The data in Table 1 reflects credits attempted. Other institution-specific data in this report reflect credits earned for courses we were able to match.

[19] Advanced Opportunities programs are identified in Section 33-4602, Idaho Code.

[20] Pursuant to IDAPA 08.02.03.106.

[21] Advanced Opportunities, Annual Totals FY 20, https://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2020-Advanced-Opportunities-Program-Totals.pdf, downloaded December 12, 2020.

[22] Ibid.

[23] Note that totals for BYU-Idaho do not match those reported by SDE in the annual report. Some schools entered variants of the school's name instead of choosing the name from the dropdown menu. The totals reported here contain all reasonable variants of the institution's name.

[24] Students are unduplicated for each institution but may be duplicated across institutions. Therefore, a total is not shown.

Advanced Opportunity Populations vs. Statewide Student Population (7th-12 Graders)

Table 2. The table below highlights student demographic groups that are **underrepresented** (using an alpha of 0.10) in each Advanced Opportunities program when compared to the average statewide population of 7th-12th graders in each demographic group. Data is for FY20.

	Economically Disadvantaged	Male	White	Hispanic	Asian	Black	American Indian	Other race
Statewide weighted grade 7-12 population	**25%**	**51%**	**75%**	**18%**	**1%**	**1%**	**1%**	**3%**
AO Dual Credit	**22%**	**43%**	80%	**14%**	2%	1%	1%	3%
	p=0.000	p=0.000	p=0.000	p=0.000	p=0.469	p=0.478	p=0.359	p=0.481
AO AP	**14%**	**45%**	81%	**10%**	4%	1%	0%	3%
	p=0.000	p=0.000	p=0.000	p=0.000	p=0.025	p=0.809	p=0.514	p=0.830
AO CTE Exams	31%	**39%**	74%	20%	1%	1%	1%	3%
	p=0.011	p=0.000	p=0.566	p=0.334	p=0.936	p=0.839	p=0.998	p=0.911

Table 2 compares the demographic characteristics of students who participated in Advanced Opportunities dual credit to those students who participated in Advanced Opportunities Advanced Placement (AP) and Advanced Opportunities Professional Certification (CTE) Exams. These comparisons are shown in order to give context to the types of students served by Advanced Opportunities dual credit in comparison to two of the other popular Advanced Opportunities programs. All three programs are compared to the weighted statewide grade 7 to 12 population. The weights reflect the degree to which students statewide in each grade participate in any one of the three programs.

While 25 percent of the underlying statewide population are economically disadvantaged, only 22 percent of the students participating in AO dual credit are so.[25] Males are underrepresented in all three programs compared to the underlying population. Economically disadvantaged students and Hispanic students are underrepresented in both the AO dual credit and AO AP programs while white students are overrepresented. Asian students are overrepresented in AO AP. AO CTE Exams is different than the other programs in that economically disadvantaged students are overrepresented in it. However, as discussed above, not all schools offer all AO programs. It could be that economically disadvantaged students are underrepresented in AO dual credit because the schools that choose AO dual credit have less economically disadvantaged students than the underlying population. The following section examines that explanation.

[25] This difference is statistically significant at p=0.000.

Advanced Opportunity Populations vs. Population of Schools Participating in Advanced Opportunities

Table 3. The table below highlights student demographic groups that are **underrepresented** (using an alpha of 0.10) in each Advanced Opportunities program when compared to the average population of students in schools that participate in Advanced Opportunities. Data is for FY20.

	Economically Disadvantaged	Male	White	Hispanic	Asian	Black	American Indian	Other race
Weighted AO Dual Credit	**22%**	**51%**	**76%**	**17%**	**1%**	**1%**	**1%**	**3%**
AO Dual Credit	22%	**43%**	80%	**14%**	2%	1%	1%	3%
	p=0.220	p=0.000	p=0.000	p=0.000	p=0.612	p=0.506	p=0.623	p=0.613
Weighted AO AP	**19%**	**52%**	**76%**	**15%**	**2%**	**2%**	**1%**	**3%**
AO AP	**14%**	**45%**	81%	**10%**	4%	1%	0%	3%
	p=0.000	p=0.000	p=0.000	p=0.000	p=0.161	p=0.296	p=0.797	p=0.957
Weighted AO CTE Exams	**23%**	**48%**	**74%**	**20%**	**1%**	**1%**	**1%**	**3%**
AO CTE Exams	31%	**39%**	74%	20%	1%	1%	1%	3%
	p=0.000	p=0.000	p=0.877	p=0.822	p=0.983	p=0.961	p=0.937	p=0.870

Table 3 replicates Table 2 except, instead of using statewide weights, program weights are used. In other words, the weighted population reflects the schools that offer the program and reflect the degree to which the program is utilized in the school. As can be seen, AO dual credit reflects the economically disadvantaged population of the schools which utilize it. The rest of the differences noted between the programs and the statewide populations still hold. See the appendix for counts of schools offering the different Advanced Opportunities programs and the district locales and regions where they are located.

Overview
Advanced Opportunities Dual Credit at the Public Postsecondary Institutions in FY2020

Figure 1. Number of Students Participating in Dual Credit Through the Advanced Opportunities Program and Total Dual Credit Students at Each Idaho Public Institution in FY20

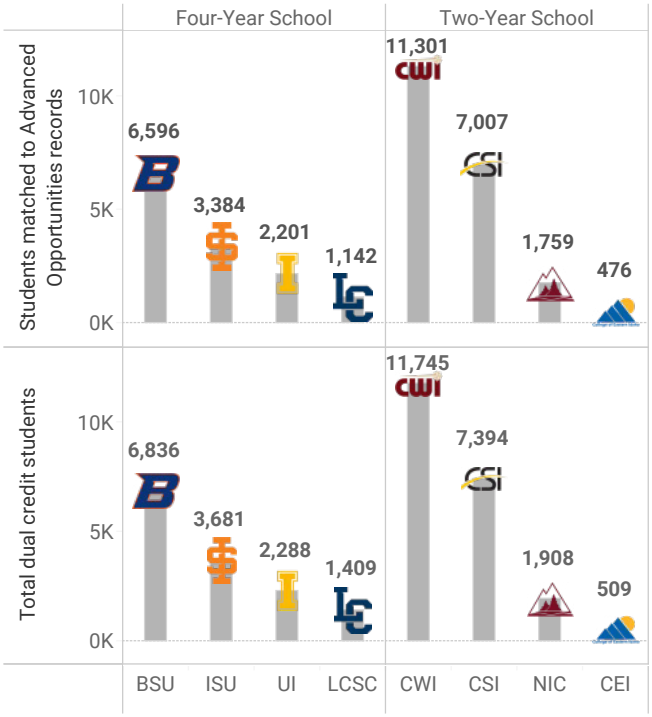
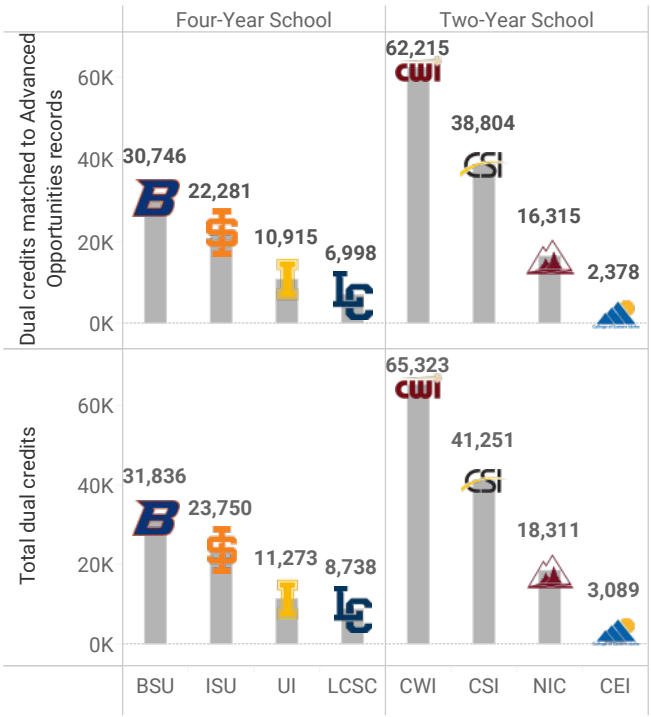


Figure 2. Number of Dual Credits Earned Through the Advanced Opportunities Program and Total Dual Credits Earned at Each Idaho Public Institution in FY20



The rest of this report focuses on the intersection between the Advanced Opportunities program and dual credit at the postsecondary institutions. Students may also participate in Advanced Opportunities dual credit at private or out-of-state institutions. Similarly, students may participate in dual credit at the public postsecondary institutions without going through the Advanced Opportunities program.

Figure 1 shows the number of students who earned dual credits at each public institution in FY2020[26] as well as the number of students who earned dual credits through the Advanced Opportunities program at each institution in FY2020. The vast majority of students who earn dual credits at the public postsecondary institutions do so through the Advanced Opportunities program. Across the institutions, there were a total of 27,814 students who earned dual credits. Of those, 26,070 (94 percent) did so through Advanced Opportunities.[27]

[26] Students may earn dual credits at more than one institution. Therefore, aggregating students across institutions will overstate the number of unique students who earned dual credits. Credits are counted as earned if a grade of D- or higher was earned. In some cases, D grades may be applied to a student's elective coursework.

[27] We were able to match 97 percent of records from the Advanced Opportunities administrative data to institution level data. There was disparity between institutions. We were unable to match 10 percent of records for CEI, 7 percent for ISU, 6 percent for CSI, 3 percent for NIC, 2 percent for LCSC and UI, 1 percent for CWI, and 0.1 percent for BSU.

Figure 3. Number of Academic Dual Credits Earned Through the Advanced Opportunities Program and Total Academic Dual Credits Earned at Each Idaho Public Institution in FY20

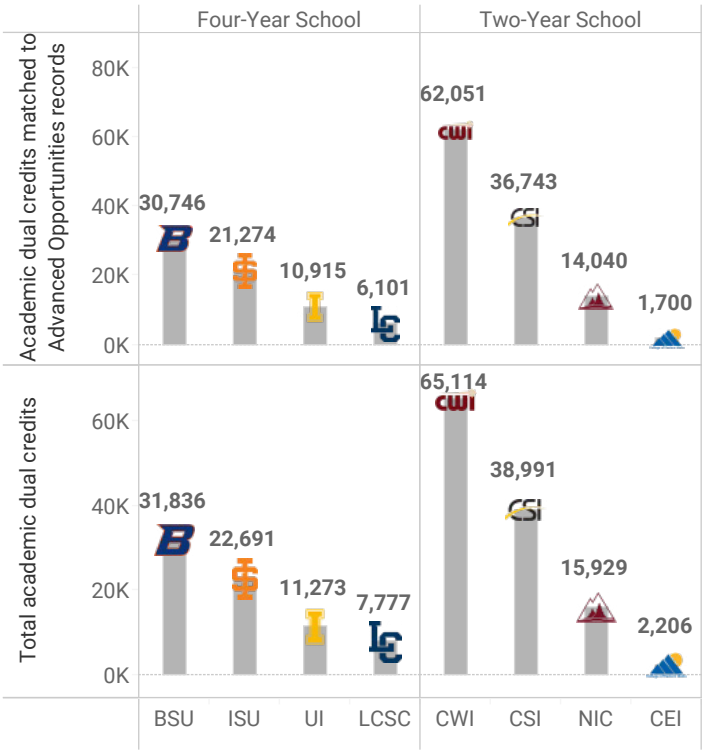
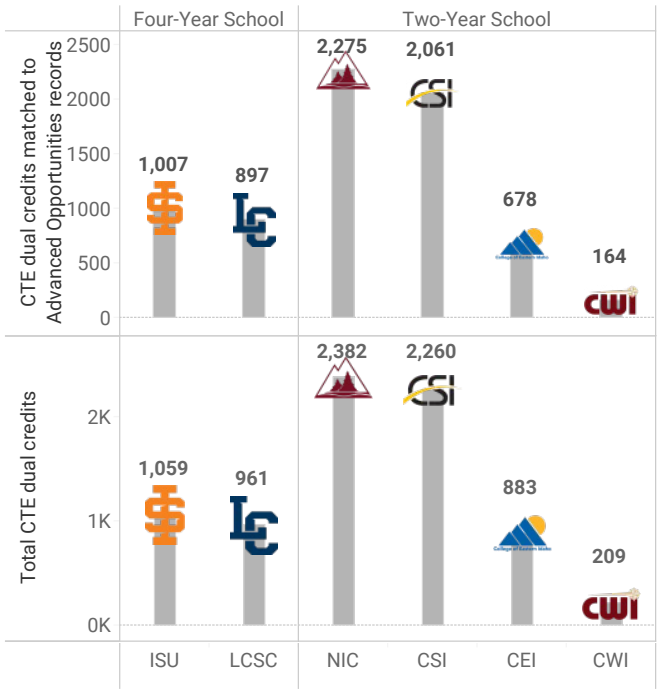


Figure 4. Number of CTE Dual Credits Earned Through the Advanced Opportunities Program and Total CTE Dual Credits Earned at Each Idaho Public Institution in FY20



In FY2020, there were 203,571 dual credits earned at Idaho's public postsecondary institutions (see Figure 2). Of those, we identified 190,652 as earned through the Advanced Opportunities program.[28] Community colleges awarded the majority of Advanced Opportunities dual credits (students earned 119,712 dual credits at two-year institutions and 70,940 at four-year institutions). The College of Western Idaho alone accounted for one-third of the total Advanced Opportunities dual credits earned in FY20.

The vast majority of the dual credits earned in FY20 were academic dual credits. Of the 190,652 Advanced Opportunities dual credits earned, 183,570 (96 percent) were academic and 7,082 (4 percent) were CTE. Community colleges awarded about 65 percent more academic dual credits and 172 percent more career technical dual credits than four-year institutions. While the College of Western Idaho provided the most academic Advanced Opportunities dual credits across all institutions, it provided the fewest career technical Advanced Opportunities dual credits across institutions that provided them. The College of Southern Idaho and North Idaho College provided the most earned career technical Advanced Opportunities dual credits. Those two institutions accounted for 60 percent of the career technical dual credits earned in the Advanced Opportunities program in FY20.

[28] Students may have paid for dual credits themselves. We were also not able to match all AO dual credits to the institution data.

Table 4. The table below highlights student demographic groups that are significantly **underrepresented** (using an alpha of 0.10) in Advanced Opportunities programs when compared to each underlying participating school population. Data is for FY20.

Institution	Population	Economically Disadvantaged	Male	White	Hispanic
BSU	Weighted underlying population	17%	49%	72%	16%
	AO Dual credit population	17%	42%	79%	13%
		p=0.994	p=0.000	p=0.000	p=0.019
ISU	Weighted underlying population	24%	50%	80%	13%
	AO Dual credit population	19%	42%	84%	10%
		p=0.002	p=0.000	p=0.011	p=0.051
LCSC	Weighted underlying population	21%	52%	83%	8%
	AO Dual credit population	22%	36%	85%	6%
		p=0.722	p=0.000	p=0.436	p=0.651
UI	Weighted underlying population	19%	51%	81%	10%
	AO Dual credit population	15%	41%	85%	9%
		p=0.061	p=0.000	p=0.032	p=0.549
CEI	Weighted underlying population	26%	50%	80%	14%
	AO Dual credit population	21%	37%	86%	9%
		p=0.195	p=0.001	p=0.163	p=0.251
CSI	Weighted underlying population	30%	50%	73%	22%
	AO Dual credit population	27%	40%	77%	18%
		p=0.009	p=0.000	p=0.000	p=0.006
CWI	Weighted underlying population	20%	51%	75%	19%
	AO Dual credit population	20%	43%	79%	15%
		p=0.769	p=0.000	p=0.000	p=0.000
NIC	Weighted underlying population	18%	52%	86%	7%
	AO Dual credit population	19%	41%	89%	6%
		p=0.920	p=0.000	p=0.265	p=0.662

Table 4 replicates the analysis done for the Advanced Opportunities programs in terms of student demographics. It shows the demographic characteristics of the weighted population of schools served by each postsecondary institution and the demographic characteristics of the students served by each postsecondary institution. It only shows White and Hispanic groups due to small sample sizes for other races.

There are differences between the institutions both in terms of the demographics of their dual credit

students and in how closely those students represent the underlying population. UI serves the smallest share of economically disadvantaged students (15 percent) while CSI serves the largest share (27 percent). Neither one is quite at parity with the underlying population. The institutions are more balanced regarding the share of males in their dual credit programs. The two outliers which regard to gender are LCSC (36 percent) and CEI (37 percent). However, none of the institutions are at parity with regard to gender. NIC serves the smallest share of Hispanic students (6 percent) while CSI serves the largest share (18 percent). NIC is balanced in how representative their students are of the underlying population while CSI is not quite.

Table 5. Credits earned by course type and institution

		Four-Year Schools				Two-Year Schools			
		BSU	ISU	LC State	UI	CEI	CSI	CWI	NIC
Academic Credits	Academic non-GEM courses	11,714	6,668	815	3,184	117	10,763	4,344	3,122
	Humanistic and Artistic Ways of Knowing	6,895	3,556	447	2,117	51	1,759	9,295	3,021
	Mathematical Ways of Knowing	1,598	3,136	954	1,673	120	4,702	12,063	676
	Oral Communication	9	405	216	76	84	1,995	5,357	1,554
	Scientific Ways of Knowing	4,251	1,464	1,044	1,345	118	5,941	10,919	1,023
	Social and Behavioral Ways of Knowing	4,953	4,212	1,263	1,077	546	8,184	15,321	2,979
	Written Communication	1,326	1,833	1,362	1,443	664	3,399	4,752	1,665
	Total Academic Credits	30,746	21,274	6,101	10,915	1,700	36,743	62,051	14,040
CTE Credits	Mathematical Ways of Knowing			256					
	Scientific Ways of Knowing						56		
	CTE Non-GEM courses		1,007	641		678	2,005	164	2,275
	Total CTE credits		1,007	897		678	2,061	164	2,275
All Credits	Total credits earned	30,746	22,281	6,998	10,915	2,378	38,804	62,215	16,315

Table 6. Share of credits earned by course type and institution

		Four-Year Schools				Two-Year Schools			
		BSU	ISU	LC State	UI	CEI	CSI	CWI	NIC
Academic	Academic non-GEM courses	38%	30%	12%	29%	5%	28%	7%	19%
	Humanistic and Artistic Ways of Knowing	22%	16%	6%	19%	2%	5%	15%	19%
	Mathematical Ways of Knowing	5%	14%	14%	15%	5%	12%	19%	4%
	Oral Communication	0%	2%	3%	1%	4%	5%	9%	10%
	Scientific Ways of Knowing	14%	7%	15%	12%	5%	15%	18%	6%
	Social and Behavioral Ways of Knowing	16%	19%	18%	10%	23%	21%	25%	18%
	Written Communication	4%	8%	19%	13%	28%	9%	8%	10%
	Total Academic Credits	100%	95%	87%	100%	71%	95%	100%	86%
CTE	Mathematical Ways of Knowing			4%					
	Scientific Ways of Knowing						0%		
	CTE Non-GEM courses		5%	9%		29%	5%	0%	14%
	Total CTE credits		5%	13%		29%	5%	0%	14%

There are also differences between the institutions in the type of courses in which dual credits are earned through the Advanced Opportunities program (see Tables 5 and 6). Generally, a greater percentage of credits earned are in GEM courses at the two-year institutions than at the four-year institutions. The two outliers are CSI and LCSC. Due to the concentration of GEM courses in the institutions offering the most dual credits, 75 percent of credits earned are GEM courses. Overall, 21 percent of credits earned are in academic non-GEM courses and 4 percent are in CTE courses.

Analysis of Impact

Examination of the Impact of Changes in the Advanced Opportunities Program

The Advanced Opportunities program was dramatically changed in 2016. Students who graduated in 2015-16 were the last group who graduated prior to implementation of the changes; students who graduated in 2019-20 were the first group who graduated having four years access to the current program.

To understand how the change in the program affected different groups of students, Figure 6 shows the share of high school graduates who earned dual credits and the amount of dual credits they earned for both of those years.[29] There was a 17 percentage point increase in the share of students who graduated earning dual credits between those two graduating classes. Both average and median dual credits earned increased by about 3 credits.

Figure 5. Average and median number of credits earned for the graduating classes of **2016** and **2020**

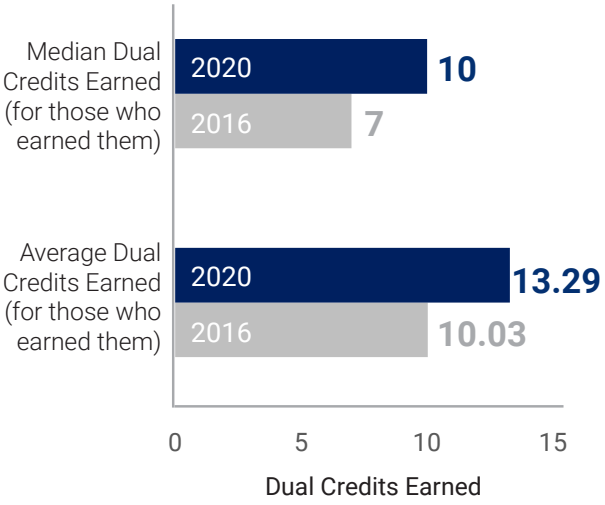
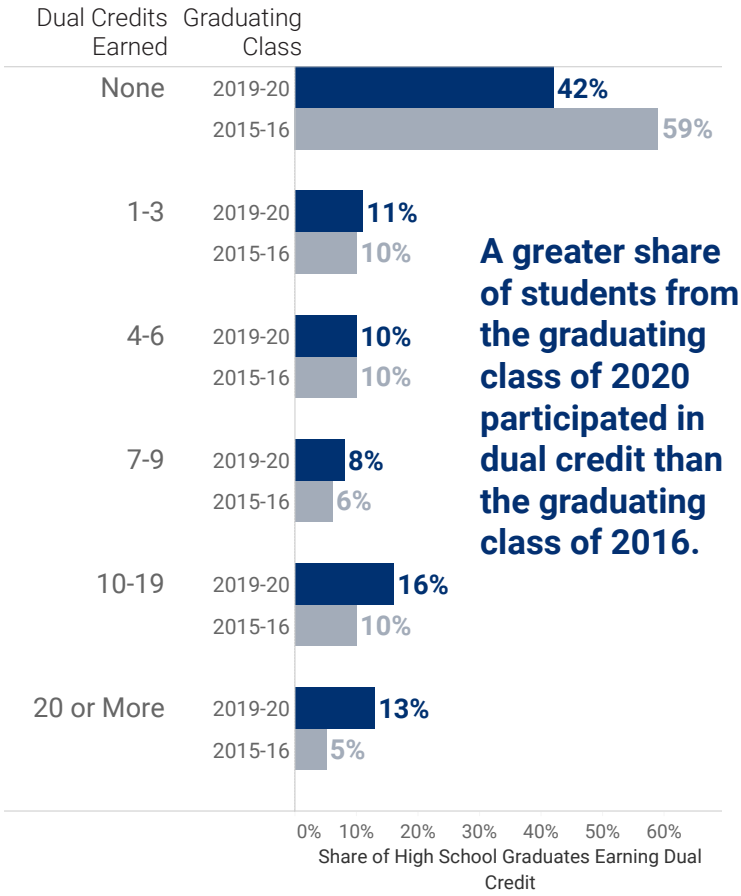


Figure 6. Comparison of the share of high school graduates earning dual credit by the number of credits earned for the graduating classes of **2016** and **2020**

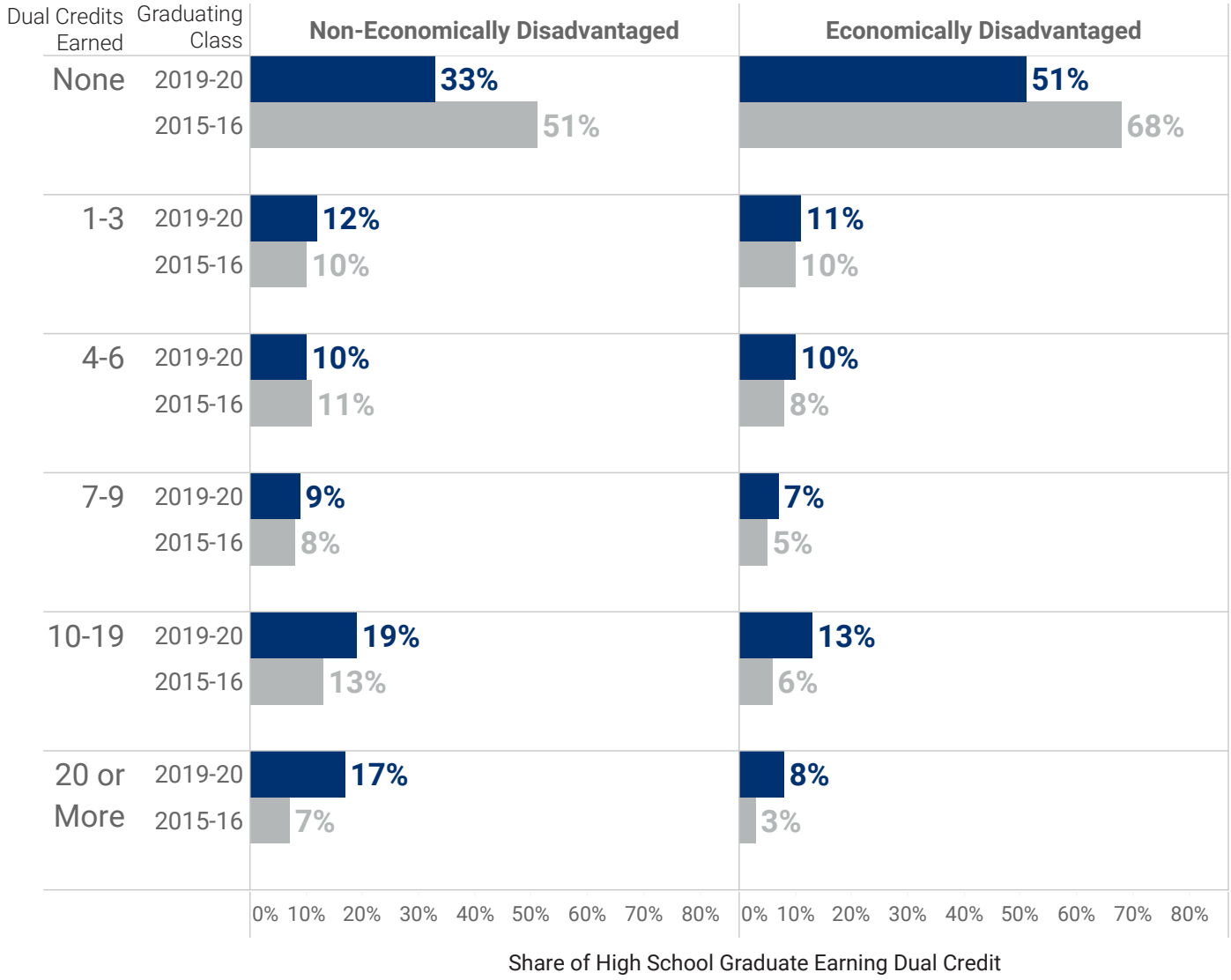


[29] This only includes dual credits earned at one of Idaho's public postsecondary institutions.

Dual Credits Earned and Economic Disadvantage

Both economically disadvantaged and non-economically disadvantaged students benefited from the implementation of the current program. Non-economically disadvantaged students saw an 18 percentage point drop in students who earned no dual credit versus a 17 percentage point drop for economically disadvantages students; an increase of 3.46 credits in average credits versus 2.95; and an increase of 3 credits in median credits earned versus 2 credits.

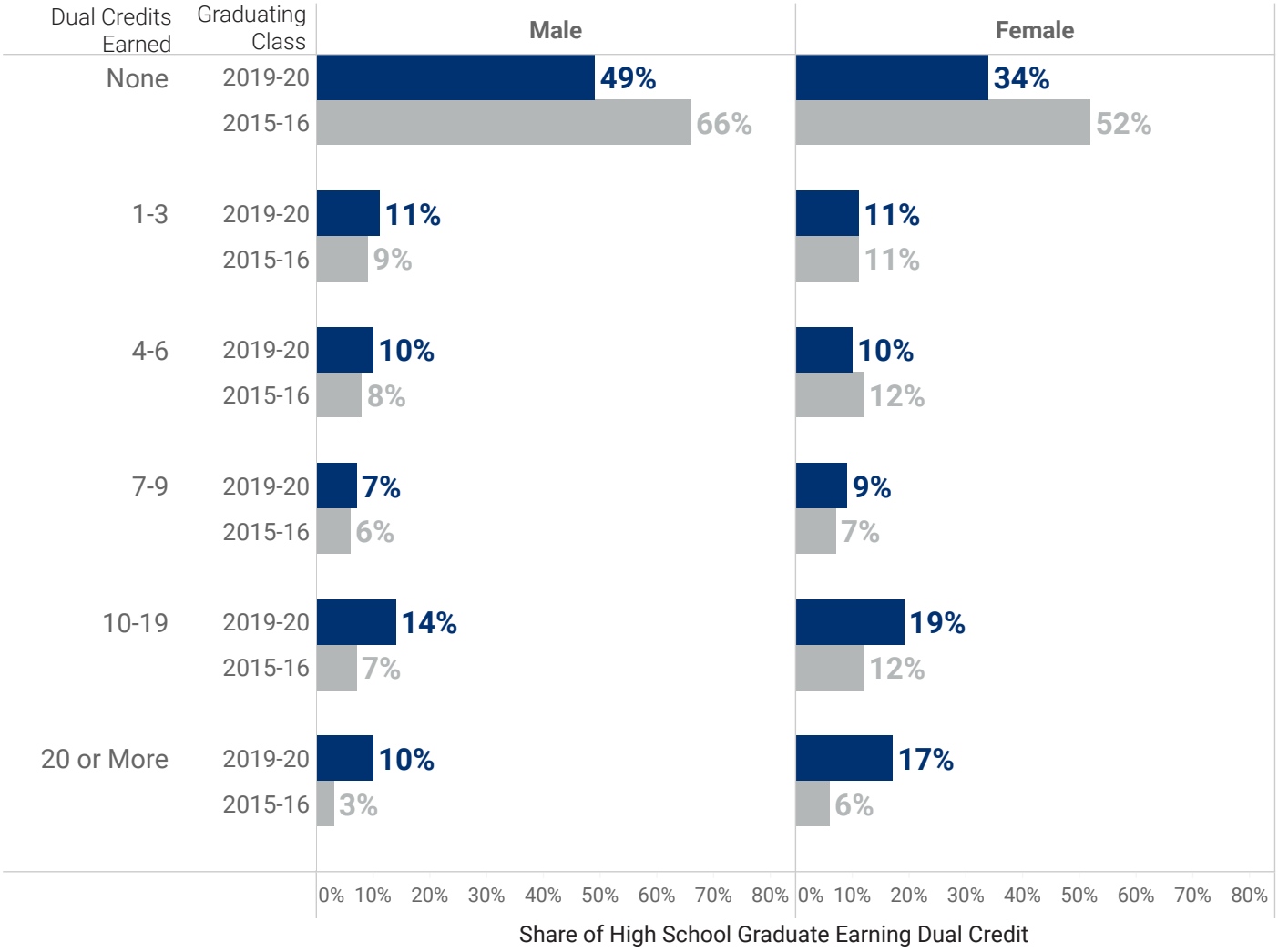
Figure 7. Comparison of the share of high school graduates earning dual credit by economic status and by the number of dual credits earned for the graduating classes of **2016** and **2020**



Dual Credits Earned and Gender

Both male and female students benefited from the expansion of the program. Female students benefited slightly more than male students. There was a roughly equivalent decrease in the share of graduates who earned no dual credit (18 percentage points for females, 17 percentage points for males). Females had a slightly larger increase in the average dual credits earned than males (3.8 versus 2.6) and a slightly larger increase in the median dual credits earned than males (4 versus 3).

Figure 8. Comparison of the share of high school graduates earning dual credit by gender and by the number of dual credits earned for the graduating classes of **2016** and **2020**

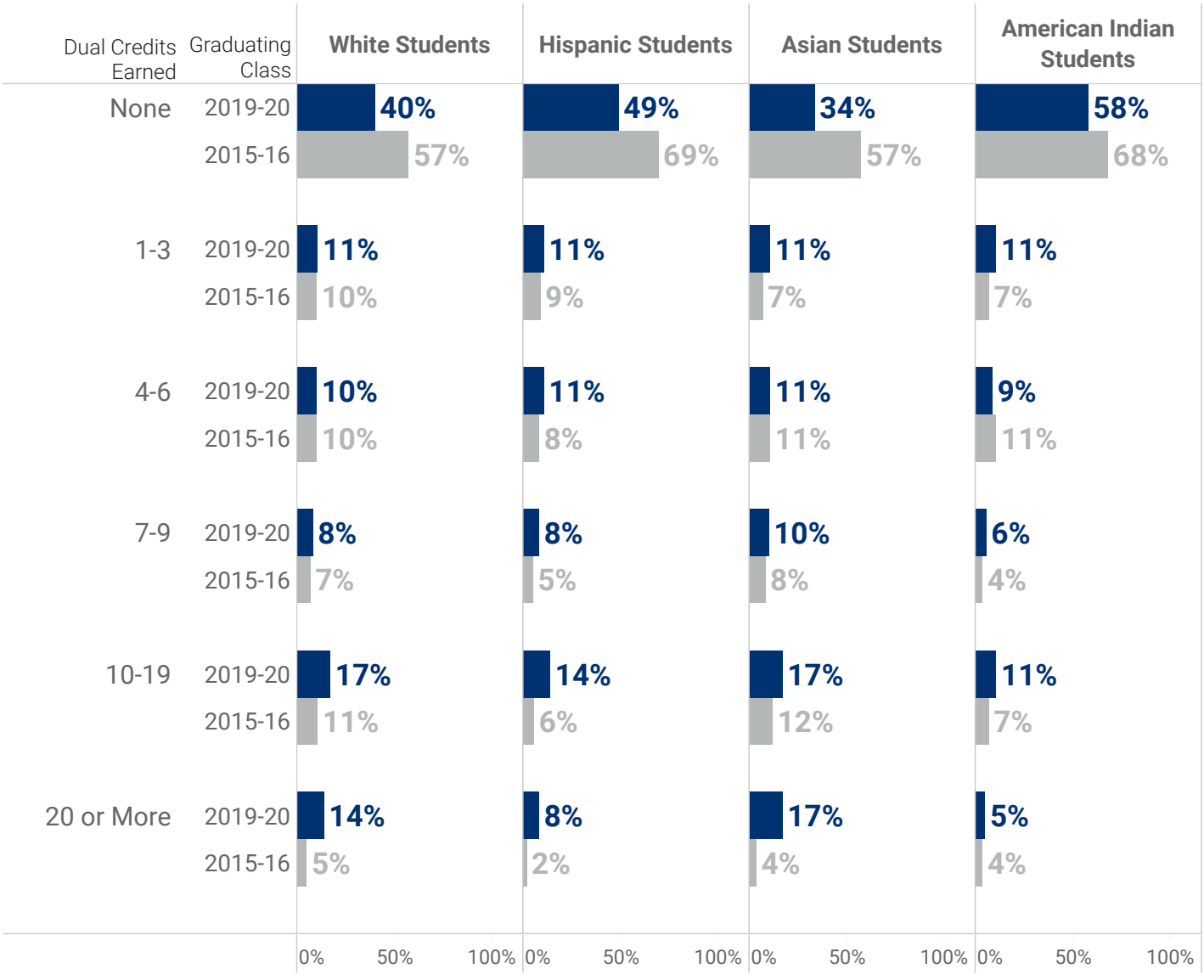


Dual Credits Earned and Race/Ethnicity

Due to small sample sizes, we only considered four race/ethnicity groups in this section of the paper. In order to make the data between the different years as comparable as possible, we did not compute an indicator for multi-race students. Rather, we counted them in every category they chose with the exception of Hispanic students. If a student indicated they were Hispanic, that is the only group they appeared in. This methodology differs from the methodology used in other sections of the paper.

Asian students saw the largest decline in the share of students who graduated without earning dual credits (23 percentage points). Hispanic students also saw a relatively large decline (20 percentage points). American Indian students saw the smallest decline (10 percentage points). Asian students also saw the largest increase in average dual credits earned (3.86) while American Indian students saw the smallest increase (0.24). It appears that American Indian students benefited the least amount from the expansion of the program. More research needs to be done to better understand this dynamic.

Figure 9. Comparison of the share of high school graduates earning dual credit by race/ethnicity and by the number of dual credits earned for the graduating classes of **2016** and **2020**



Outcomes

Dual Credit Grades Earned, Postsecondary Enrollment, and Time to Completion of Degree

The first outcome of interest for students who take Advanced Opportunities dual credit is those students' outcomes in the courses. Table 7 shows the share of dual credits by grade earned for those credits taken through Advanced Opportunities in FY2020. Not all courses from the Advanced Opportunities data was matched to the data on grades so total credits reported in this section may not match total credits in other sections of the paper.

Dual Credit Grades by Course Type

Table 7. Dual credit grades earned for students participating in Advanced Opportunities dual credit overall and by specific course type, FY20[30]

	Total			Course Type					
Grade Category	Academic courses	CTE courses	All courses	Humanistic and Artistic Ways of Knowing	Mathematical Ways of Knowing	Oral Communication	Scientific Ways of Knowing	Social and Behavioral Ways of Knowing	Written Communication
Grade of a C- or better (including passes)	94%	91%	94%	95%	95%	91%	95%	94%	95%
Grade of a D+/D/D-	2%	2%	2%	2%	2%	3%	3%	3%	1%
Grade of an F or X or did not pass	2%	2%	2%	2%	1%	4%	1%	2%	2%
Did not complete or withdrew	1%	3%	1%	1%	1%	1%	1%	1%	1%
Total Credits	189,917	7,612	197,529	27,992	25,951	10,291	26,879	39,771	17,161

Students who took dual credit through the public system were overwhelmingly successful at their courses. Ninety-four percent of credits attempted were awarded a grade of C- or better. Students were slightly more likely to be successful in academic courses (94 percent of credits were at a C- or better) than CTE courses (91 percent of credits were at a C- or better).[31] In comparison, about 60 percent of AP exams taken through the AO program had scores of 3 or higher.

Students were less likely to be successful in Oral Communication GEM Courses – only 91 percent of credits were at a C- or better compared to 94 to 95 percent of credits in other types of GEM Courses.[32]

[30] CTE data is missing grades for 2% of the credits.
[31] This difference is statistically significant (p=0.029).
[32] This difference is statistically significant (p=0.068).

Dual Credit Grades by Economic Status and Gender

Table 8. Dual credit grades earned for students participating in Advanced Opportunities dual credit by economic status and gender, FY20

Grade Category	Economic Status		Gender	
	Not Economically Disadvantaged	Economically disadvantaged	Female	Male
Grade of a C- or better (including passes)	**95%**	**90%**	**95%**	**93%**
Grade of a D+/D/D-	**2%**	**4%**	**2%**	**3%**
Grade of an F or X or did not pass	**2%**	**4%**	**2%**	**2%**
Did not complete or withdrew	**1%**	**2%**	**1%**	**1%**
Total Credits	160,862	36,474	117,723	79,806

Economically disadvantaged students were slightly less likely to earn a grade of C- or better in their courses (90 percent) compared to students who were not economically disadvantaged (95 percent).[33] Male students were less likely (93 percent) to earn a grade of C- or better than female students (95 percent).[34]

Dual Credit Grades by Race/Ethnicity

Table 9. Dual credit grades earned for students participating in Advanced Opportunities dual credit by race/ethnicity, FY20

Grade Category	White	American Indian	Asian	Black	Hawaiian/ Other Pacific Islander	Hispanic	Multiracial
Grade of a C or better (including passes)	95%	88%	97%	92%	90%	91%	93%
Grade of a D	2%	5%	2%	2%	5%	4%	2%
Grade of an F or X or did not pass	2%	5%	0%	3%	5%	3%	3%
Did not complete or withdrew	1%	2%	1%	2%	0%	1%	2%
Did not earn credits/grades	0%	1%	0%	0%	0%	0%	0%
Total Credits	161,579	1,110	3,493	1,260	451	24,641	4,958

Hispanic students were less likely to earn a grade of C- or better in their courses (91 percent) than white students (95 percent), as were American Indian students (88 percent) and multi-race students (93 percent).[35] Asian students (97 percent) were more likely than white students to earn a grade of C- or better.

[33] This difference is statistically significant with p = 0.000.

[34] This difference is statistically significant with p = 0.000.

[35] These differences are statistically significant with p=0.000 (Asian students, Hispanic students and American Indian students), p=0.002 (Multi-race students).

Percent of High School Graduates Earning Dual Credit

For the rest of the outcomes considered, we characterize students by the number of credits they earned as of high school graduation. We also consider more years of data than just the most recent year. Over time, students have become more likely to graduate high school having earned at least some dual credits. Approximately one-third of high school graduates in 2014 had earned dual credits compared to 58 percent of graduates in 2020.

Figure 10. Percent of high school graduates who **earned dual credits** and those who **did not earn dual credits**, 2014 through 2020

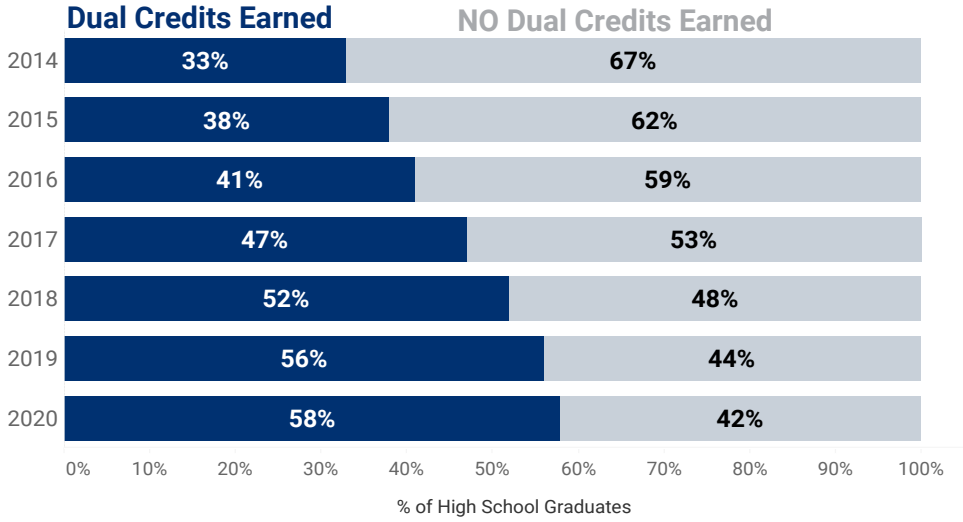
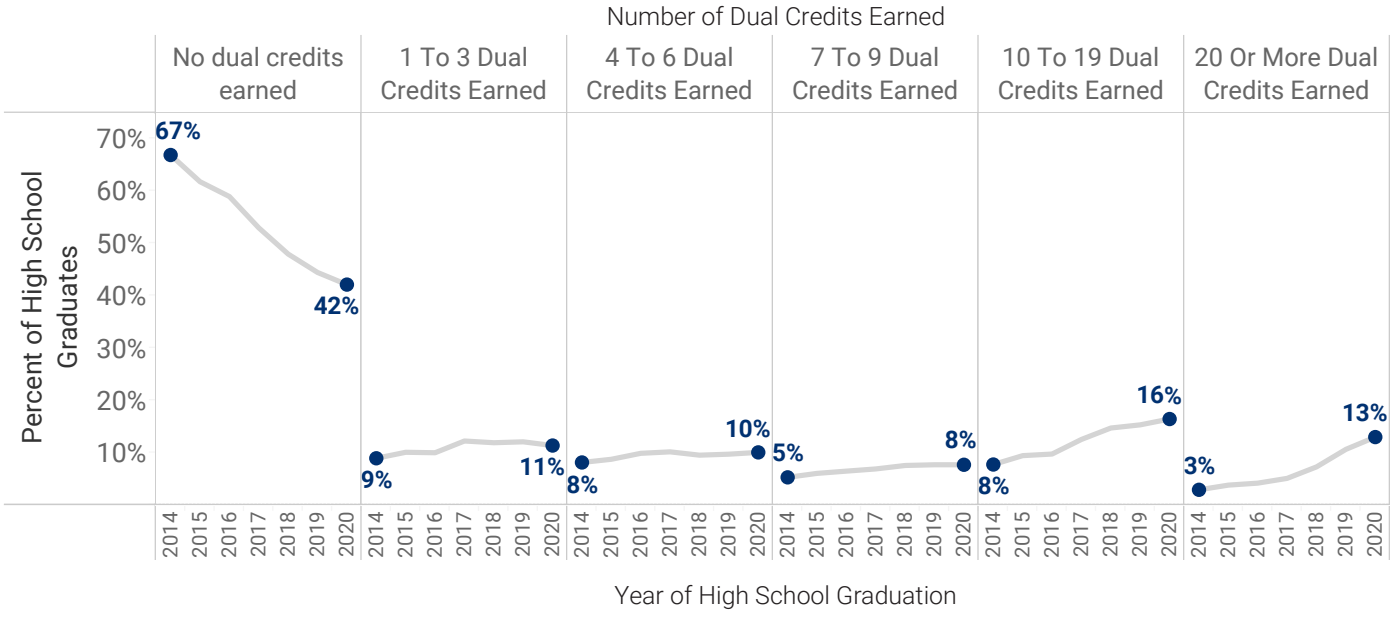


Figure 11. Percent of high school graduates earning each number of dual credits by year of high school graduation, 2014 through 2020



The share of students earning between 1 and 10 dual credits has been fairly constant over the last six years (see Figure 11 and Table 10). The largest increase has been in students earning 20 or more dual credits. In the last six years, the share of students in this group has more than quadrupled.

Table 10. Number and percent of high school graduates earning each number of dual credits by year of high school graduation, 2014 through 2020

		Year of High School Graduation						
	Dual Credits Earned	2014	2015	2016	2017	2018	2019	2020
Number of High School Graduates	None	11,951	10,496	10,390	9,347	9,059	8,677	8,300
	1-3	1,597	1,713	1,742	2,160	2,206	2,359	2,241
	4-6	1,454	1,486	1,723	1,794	1,766	1,898	1,983
	7-9	946	1,028	1,130	1,218	1,401	1,503	1,517
	10-19	1,384	1,604	1,699	2,213	2,727	2,992	3,239
	20 or More	576	736	823	1,028	1,524	2,268	2,602
Percentage of High School Graduates	None	67%	62%	59%	53%	48%	44%	42%
	1-3	9%	10%	10%	12%	12%	12%	11%
	4-6	8%	9%	10%	10%	9%	10%	10%
	7-9	5%	6%	6%	7%	7%	8%	8%
	10-19	8%	9%	10%	12%	15%	15%	16%
	20 or More	3%	4%	5%	6%	8%	12%	13%

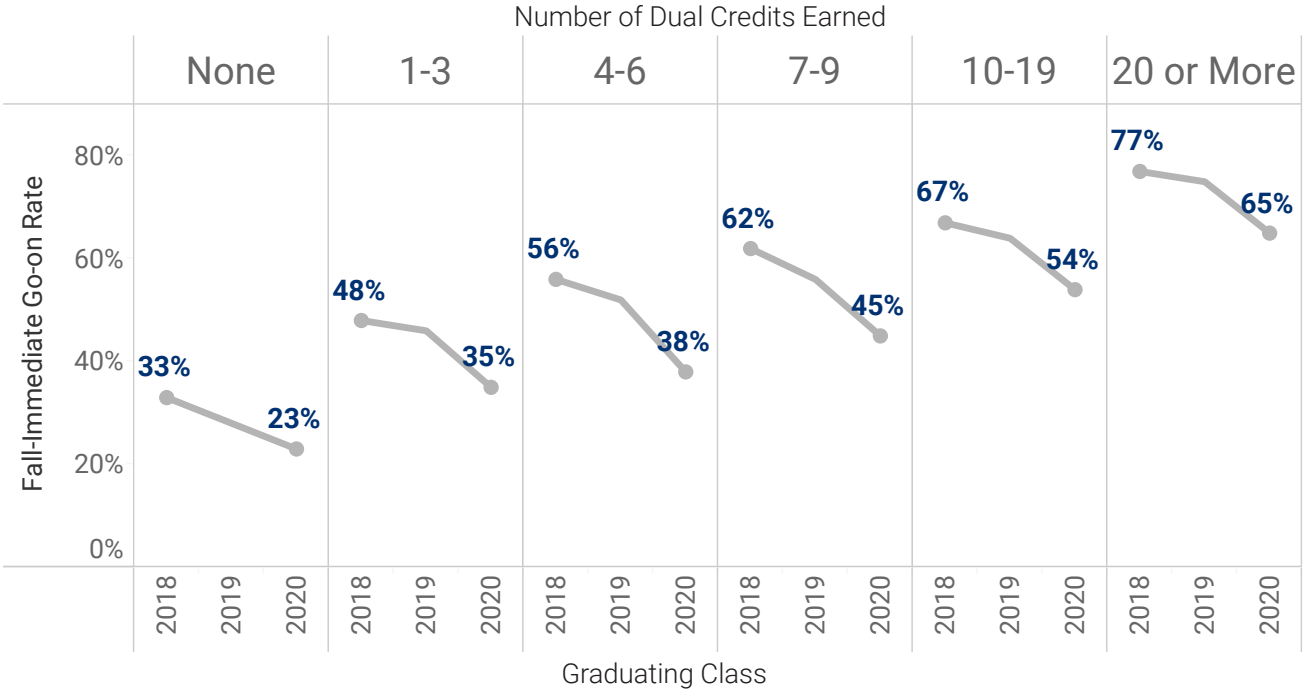
Postsecondary Enrollment Rates, Time to Completion of an Degree, and Dual Credit

Students who earn dual credit may differ in their educational outcomes from students who do not earn dual credit. In the remainder of this paper, we focus on go-on to college rates and the rate at which students earn a postsecondary degree. Full results for go-on rates for all years are found in the appendix.

The first outcome of interest is the percentage of students who attend a postsecondary institution the fall immediately after high school graduation ("fall immediate go-on rates"). In comparing fall immediate go-on rates by dual credits earned, two trends stand out. First, graduates who earned more dual credits during high school are more likely to go-on to college immediately than graduates who earned fewer or no dual credits. Second, there has been a general decline in fall immediate go-on rates across every group of dual credit earners between 2018 and 2020.[36] The decline between 2019 and 2020 likely reflects some impact of COVID-19. It is noteworthy that the largest decreases between these two years were for students who earned between 4 to 6 dual credits and not for those who earned no dual credits.

In general, in interpreting these results, it is important to remember that more students are earning dual credits. It is possible that the type of student who earns dual credit has changed over time.[37] If this is true, then the outcomes of those who earned dual credits may also change. For instance, if students who are less likely to go-on to college (for other reasons) are now taking dual credits, then the go-on rates for all students who take dual credits may decline. This may simply be a result of making dual credit available to all rather than to the subset of students who are able to pay for it themselves.

Figure 12. Fall immediate go-on rates by number of dual credits earned at high school graduation for 2018, 2019 and 2020 graduates



[36] The differences across years for each group of dual credits earned and the differences within years for each group of dual credits earned are all statistically significant at the 0.01 level.37 This difference is statistically significant with p = 0.000.

[37] Future research will focus on documenting whether there has been a change in the academic achievement of students who earn dual credit since the implementation of the Advanced Opportunities program.

In Figure 13, we show one-year go-on rates for 2018 and 2019 while, in Figure 14, we show fall immediate, one-year, and three-year go-on rates for each category of dual credits earned for 2017 graduates. We show this for the latest year in which we have full data (one-year and three-year go-on rates for other years are reported in the appendix). Go-on rates are lowest for those students who do not earn dual credit and highest for those students who earned 20 or more dual credits. As more time passes since high school graduation, go-on rates increase for all categories of dual credit earners.

Figure 13. One year go-on rates by number of dual credits earned at high school graduation for **2018** and **2019** graduates

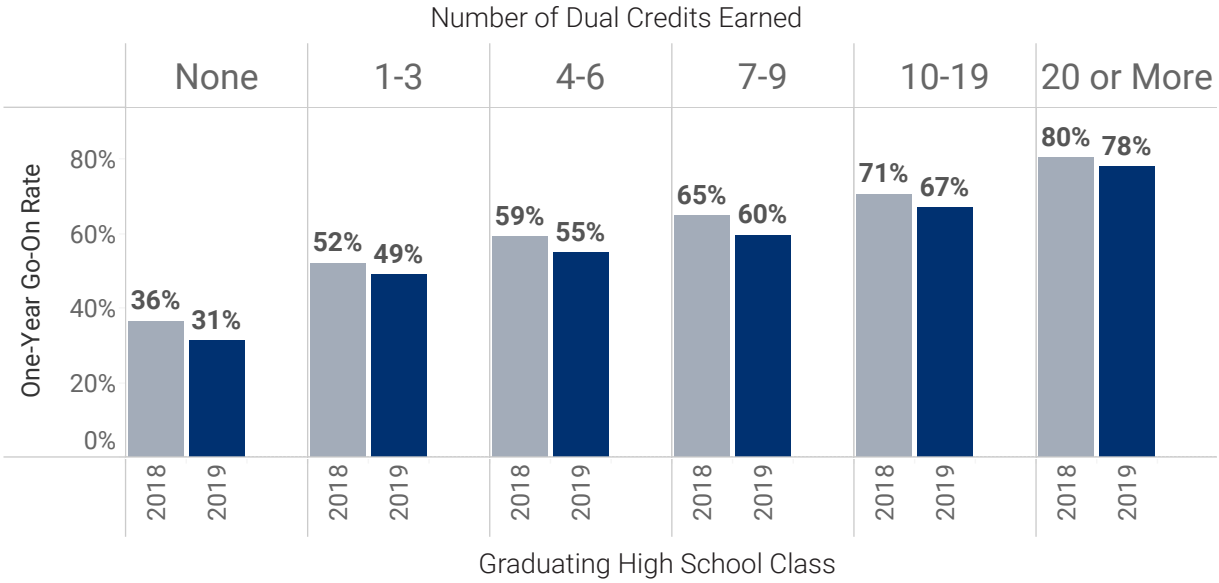
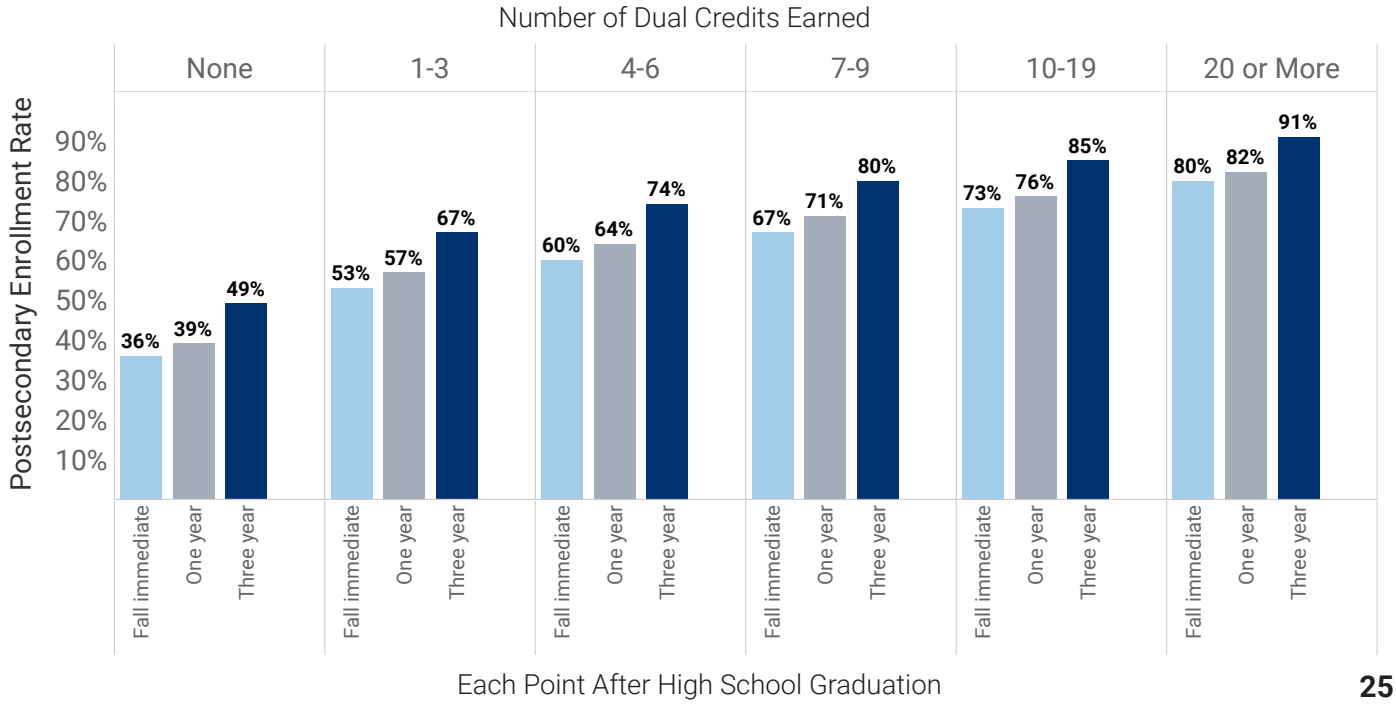


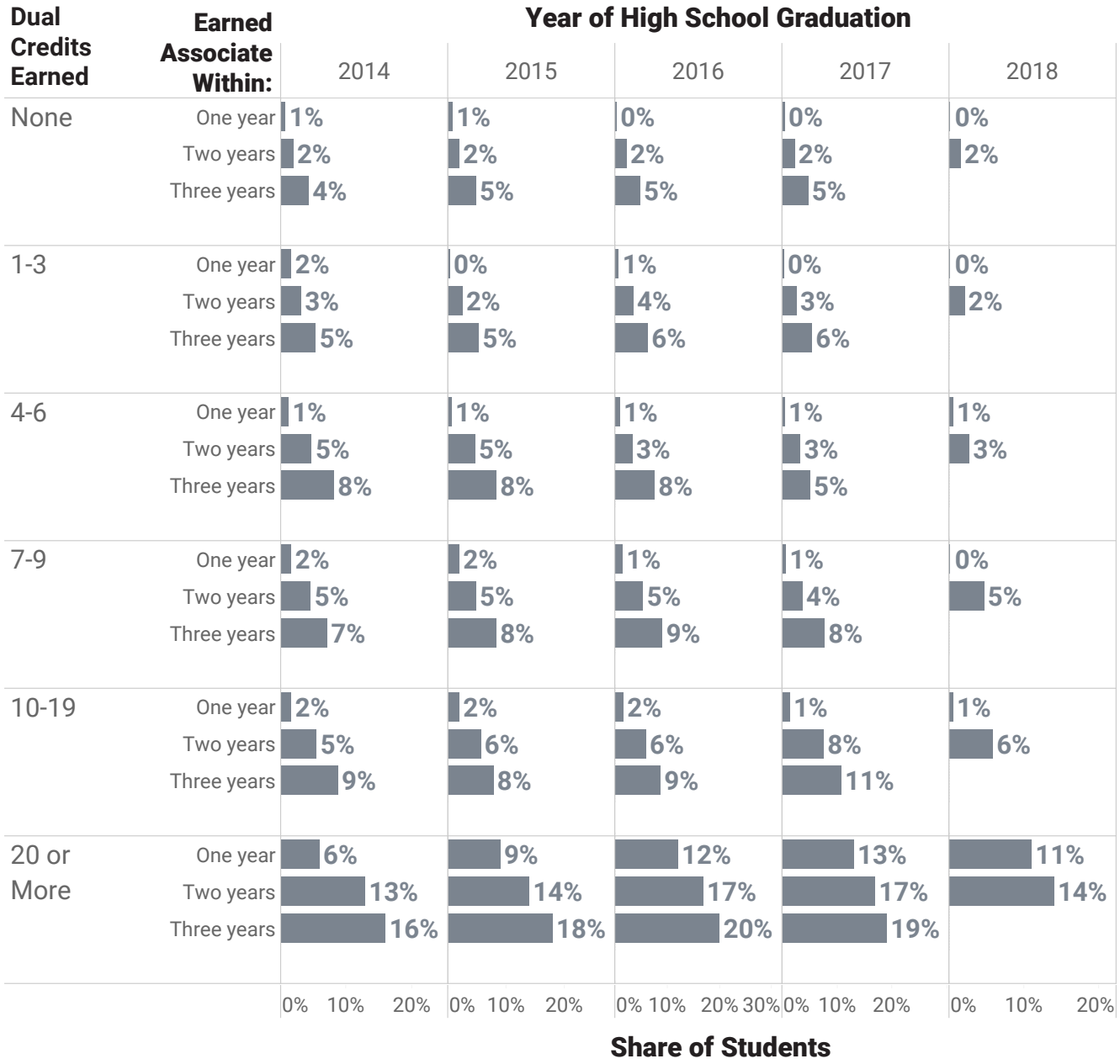
Figure 14. Fall immediate, one year, and three year go-on rates by number of dual credits earned at high school graduation for 2017 graduates



The final outcome of interest is whether or not students who earn more dual credit graduate in less time than students who earned fewer or no dual credits. Results are shown for students who immediately attended college in the fall after their high school graduation.

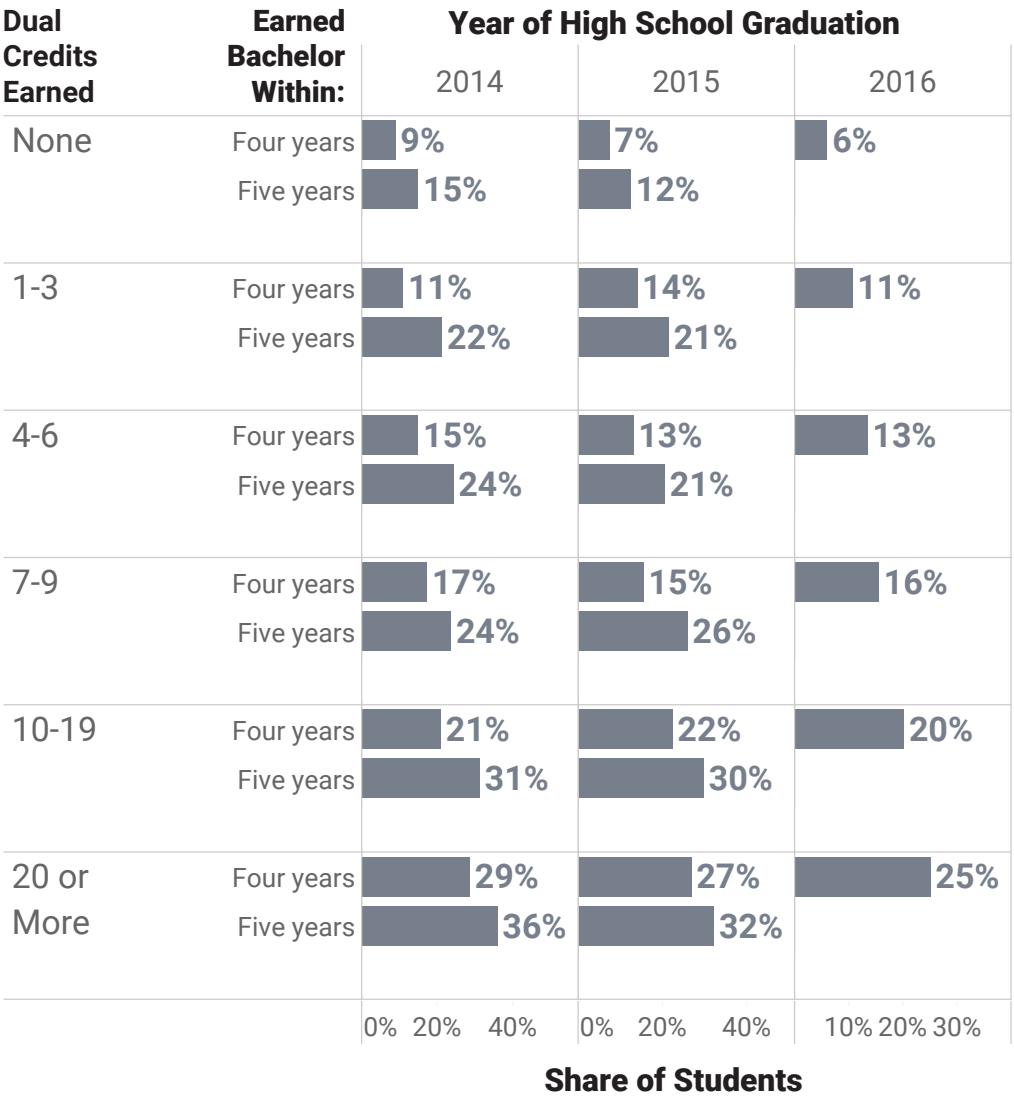
Students who earn 20 or more dual credits are much more likely to graduate with an Associate degree within one year, two years, or three years after starting college than students who earned fewer or no dual credits (see Figure 15). Students who earn 20 or more dual credits are also much more likely to graduate with a Bachelor degree in three or four years than students who earned fewer or no dual credits (see Figure 16).[38]

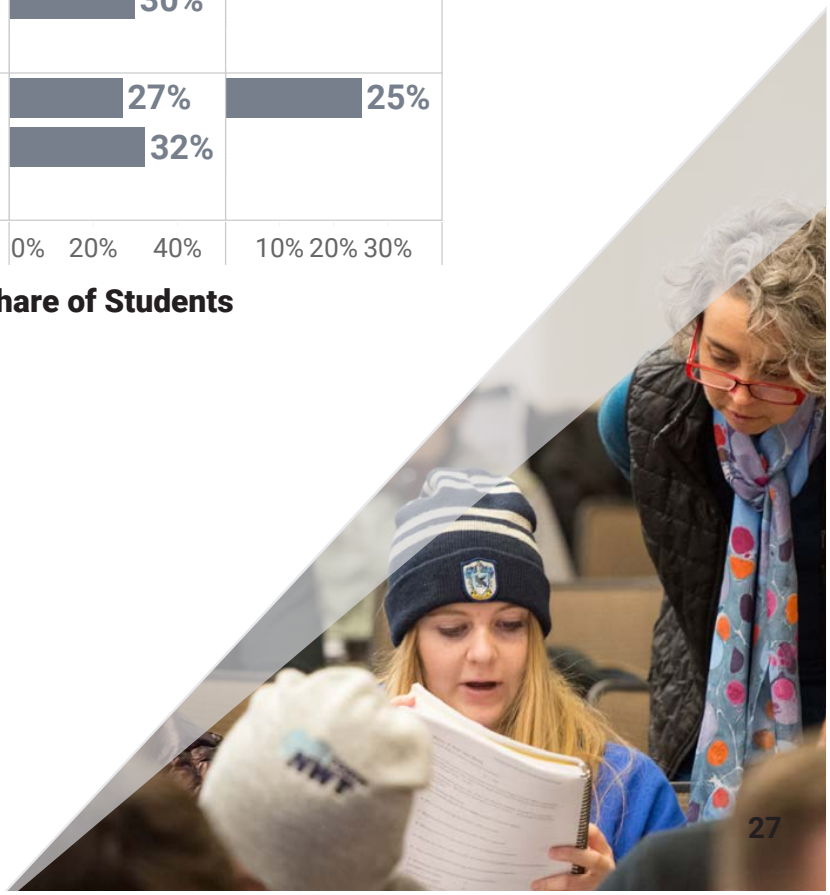
Figure 15. Percentage of students who go-on in the fall after high school graduation who earn an Associate degree within one year, within two years, and within three years of high school graduation



[38] Generally, for all years, the differences in outcomes for the students who earn 20 or more dual credits are statistically significant when compared to the other groups for earning an Associate degree within one year. The differences in outcomes for all groups are generally statistically significant for earning an Associate degree within two or three years as well as earning a Bachelor degree within four years and within five years.

Figure 16. Percentage of students who go-on in the fall after high school graduation who earn a Bachelor degree within four years and within five years





Conclusions

This paper characterizes 2020 AO dual credit with particular attention to AO dual credit in Idaho's public postsecondary institutions and examines outcomes of students who graduated with dual credit. Students who participate in AO dual credit are less likely to be economically disadvantaged and more likely to be female and white than students statewide. AO dual credit students are also less likely to be Hispanic compared to students statewide. However, AO dual credit students are as likely to be economically disadvantaged as students who attend the same schools. The gender and race/ethnicity differences do persist within schools. This suggests that schools with a larger economically disadvantaged population may need to participate in AO to a greater degree in order for parity to be achieved with regard to economic disadvantage .There does appear to be work that needs to be done within schools to achieve gender and race/ethnic parity.

Students who participate in AO dual credit mostly choose to take GEM courses. Seventy-five percent of the credits earned in 2020 were in GEM courses. Students are overwhelming successful in their courses as measured by the grade they earn. Ninety-four percent of credits attempted were awarded a grade of C- or better.

Students who earn 20 or more dual credits by high school graduation are much more likely to graduate from college with an associate degree within 1, 2, or 3 years than students who earned fewer or no dual credits. Students who earn 20 or more dual credits are also more likely to graduate from college with a bachelor degree within 4 or 5 years than students who earned fewer or no dual credits.

Appendix

Two Most Common Courses in Each GEM Category

GEM Category	Two Most Common Courses
Humanistic and Artistic Ways of Knowing	Elementary Spanish I
	Literature and Ideas
Mathematical Ways of Knowing	College Algebra
	College Algebra & Trigonometry
Oral Communication	Fundamentals of Oral Communication
	Intro to Speech Communication
Scientific Ways of Knowing	Concepts of Biology
	Introduction to Chemistry
Social and Behavioral Ways of Knowing	American National Government
	United States History I
Written Communication	Writing and Rhetoric I
	Writing and Rhetoric II

Number of Schools Offering Advanced Opportunities Programs by District Region

	Number of schools	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Virtual
Schools serving grades 10 to 12	**250**	**26**	**22**	**81**	**41**	**24**	**40**	**16**
Schools offering AO Dual Credit	203	22	20	71	31	17	31	11
Schools offering AO Advanced Placement	63	7	4	23	9	6	12	2
Schools offering AO Professional Certification Exams	76	3	8	23	16	8	18	0

Number of Schools Offering Advanced Opportunities Programs by District Characteristics

	Number of Schools	Number in City/ Suburban Districts	Number in Town Districts	Number in Rural Districts	Virtual
Schools serving grades 10 to 12	**250**	**68**	**69**	**97**	**16**
Schools offering AO Dual Credit	203	57	48	87	11
Schools offering AO Advanced Placement	63	27	16	18	2
Schools offering AO Professional Certification Exams	76	23	25	28	0

Comparison of Dual Credits Earned by High School Graduates by Region, 2015-16 versus 2019-20

Dual Credits Earned	One		Two		Three		Four		Five		Six		Virtual	
	2016	2020	2016	2020	2016	2020	2016	2020	2016	2020	2016	2020	2016	2020
0 dual credits	63%	50%	49%	39%	56%	38%	58%	37%	57%	36%	69%	46%	79%	71%
Between 1 and 3 dual credits	6%	11%	9%	8%	11%	13%	10%	9%	11%	10%	9%	12%	7%	9%
Between 4 and 6 dual credits	8%	7%	12%	8%	10%	11%	12%	12%	11%	8%	9%	10%	3%	6%
Between 7 and 9 dual credits	5%	5%	7%	8%	7%	9%	7%	7%	6%	6%	6%	8%	3%	4%
Between 10 and 19 dual credits	8%	10%	17%	20%	11%	18%	10%	18%	12%	21%	6%	15%	4%	5%
20 or more dual credits	10%	17%	7%	16%	5%	13%	4%	16%	3%	18%	1%	8%	4%	5%

Comparison of Dual Credits Earned by High School Graduates By Locale, 2015-16 versus 2019-20

Dual Credits Earned	City/Suburban		Rural		Town	
	2016	2020	2016	2020	2016	2020
0 dual credits	60%	41%	55%	37%	58%	42%
Between 1 and 3 dual credits	10%	12%	10%	11%	10%	10%
Between 4 and 6 dual credits	9%	10%	10%	11%	11%	10%
Between 7 and 9 dual credits	7%	8%	6%	8%	6%	8%
Between 10 and 19 dual credits	9%	16%	11%	18%	11%	17%
20 or more dual credits	5%	13%	7%	16%	4%	13%

Go On Rates by Dual Credits Earned, Year of High School Graduation, and Time After High School Graduation

Dual Credits Earned	2014			2015			2016			2017			2018		2019		2020
	Fall Immediate	One year	Three year	Fall Immediate	One year	Three year	Fall Immediate	One year	Three year	Fall Immediate	One year	Three year	Fall Immediate	One year	Fall Immediate	One year	Fall Immediate
None	38%	43%	54%	37%	42%	53%	37%	41%	51%	36%	39%	49%	33%	36%	28%	31%	23%
1-3	60%	64%	77%	60%	63%	75%	55%	60%	70%	53%	57%	67%	48%	52%	46%	49%	35%
4-6	66%	70%	80%	64%	68%	80%	64%	67%	78%	60%	64%	74%	56%	59%	52%	55%	38%
7-9	73%	76%	86%	67%	70%	84%	67%	70%	81%	67%	71%	80%	62%	65%	56%	60%	45%
10-19	78%	81%	91%	73%	76%	89%	75%	78%	90%	73%	76%	85%	67%	71%	64%	67%	54%
20 or More	80%	82%	93%	79%	82%	92%	82%	84%	93%	80%	82%	91%	77%	80%	75%	78%	65%

COLLEGE AND UNIVERSITIES

SUBJECT
Student Fee Opt-Out

REFERENCE

April 2020	Board approves tuition and fees each year at the April Board meeting.
February 2021	Board approved first reading for V.R. Policies regarding in-service teacher fees, clarifying online program fees, and adding Independent Study in Idaho fee

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections V.R.
Idaho Code § 33-3717A

BACKGROUND/DISCUSSION
Board Policy V.R. defines fees and the process to change fees, and establishes the approval level required for the various student fees (Chief Executive Officer or the Board). The amendments to Board Policy V.R. that are being discussed at a second reading at this Board meeting provide in part:

1. Administrative local fees are student fees that are approved by the State Board of Education and deposited into local institutional accounts; and

2. Such fees shall be approved by the Board at its annual meeting for setting tuition and fees and will be clearly communicated to students prior to their enrollment.

    i. Consolidated Mandatory Fee
    This fee is inclusive of all facilities, activity and technology fees. The State Board of Education will approve the Consolidated Mandatory Fee which may then be allocated by institutions. This fee includes capital improvement and building projects and debt service required by these projects, the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students and campus technology enhancements and operations directly related to services for student use and benefit (e.g., internet, network, and web access, general computer facilities, electronic or online testing, and online media).

> A full-time and part-time rate shall be established. Institutions shall provide an annual accounting to the Board of the way the Consolidated Mandatory fee is utilized by each institution.

The purpose for such language was to try to create a greater simplification for students through the implementation of one mandatory fee as opposed to a long list of fees, many of which were not optional.

Three main fees had been assessed prior to this revision in policy. Facilities Fees, which were used to support the building and renovation of campus facilities, many of which were not eligible for support from the Permanent Building Fund; Activity Fees, which were fees related to student activities recommended and approved by the student body; and Technology Fees, which support the ever-growing technology needs on our campuses.

House Bill 116 (2021), introduced this legislative session, would have required the Board to "promulgate rules that allow a student, prior to the start of each semester, to opt in or opt out of the payment of fees in support of services, groups, educational outreach, trainings, workshops, events, or programs …." Currently, Associated Students organizations at the four-year institutions develop a process for student input in the establishment of these fees.

In lieu of H116 (2021), the College and Universities' appropriation bill, SB1179 (2021), included intent language that states, in part:

SECTION 7. STUDENT FEE REPORT. As soon as practicable, the State Board of Education shall: (1) make easily accessible a break-out of student activity fees on the institutions' websites; (2) develop a common naming convention for similar activity fees across the institutions; and (3) evaluate the current lists of activity fees assessed to students and determine how and which fees supporting student activities, clubs, and organizations focused on individual beliefs and values can be structured to address the need for access, affordability, and choice. The State Board of Education shall report results of this work to the Joint Finance-Appropriations Committee and the House and Senate Education Committees no later than January 14, 2022.

While SB1179 failed in the House, the Board will discuss the desire of legislators and provide direction to the institutions regarding the establishment of fees.

ATTACHMENTS

Attachment 1 FY22 Annual Student Fees

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Discussions with legislators have encouraged conversation around how to establish a list of fees which are optional. Historically, institutions have charged facility, activity and technology fees to students, and over the last year, discussions

have resulted in the creation of a mandatory consolidated fee to students for items that are part of the student experience. The establishment of these fees can prove challenging when applied to all students whether on- or off-campus or full- or part time. Activity fees have been used both to assess basic operational needs and student activities such as clubs. The most recent list of student activity fees can be found in Attachment 1.

The Board seeks to provide guidance to institutions on the topic of making some activity fees optional, but such guidance could have adverse impacts on a student's educational experience. To minimize that impact, the Board will need to take into consideration a number of factors as it evaluates how to provide direction to the institutions regarding student choice related to fees. The institutions will use that guidance and come back to the board with a plan.

The first factor is whether a fee that has historically been assessed is truly optional. The proposed amendments to Policy V.R, which are under consideration at this Board meeting are intended to provide clarity on those fees for students.

The second factor is the impact on student voice in the establishment of fees. Traditionally, institutions have worked with their student governments for the purpose of establishing fees that support the good of all students, and student governments have served the role of a representative form of governing the fee structure, although not every student chooses to participate in the setting of activity fees.

The third factor for consideration is the balance of "access, affordability and choice". If the cost is a direct assessment as opposed to a general activity fee that is distributed by the student government, the unintended consequence could be that opportunities may be limited only to those who are able to afford them. Often, student governments award institutional development monies that can assist a club or activity in getting started.

The fourth factor is how decisions intersect with accreditation standards. Northwest Commission on Colleges and Universities (NWCCU) is the accrediting body for all eight Idaho public institutions. NWCCU is focused on student success, especially around resiliency so students are workforce ready and they will become taxpayers and not a tax burden. NWCCU accreditation standards focus on equal access for all students, and efforts need to be made to assure that any gaps in student access are being addressed, which is broader than race, gender, religion, etc. First-generation, Pell eligible, rural, etc. are other priority equity gaps. The focus is students, and accreditation expects that institutions will try to create equal access to education as much as is possible.

Any impact on fees that results in a lack of equal access for all students could affect accreditation, because there are accreditation standards that require that all institutions of higher education focus on closing gaps that might exclude

students. For example, Standard 1.D.2 provides: "Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps)."

The final factor for consideration is the legal impact of such decisions. For example, in *Board of Regents of the University of Wisc. System v. Southworth,* 529 U.S. 217 (2000), the Court clearly states that however fees are allocated, they must be allocated on a viewpoint neutral basis. Such legal considerations should be contemplated as the Board considers providing direction to the institutions.

Representatives from the institutions will be available to speak to these various factors.

BOARD ACTION

This item is for informational purposes only.

IDAHO COLLEGE & UNIVERSITIES
ANNUAL STUDENT FEES
FISCAL YEAR 2022

	BSU	ISU	U of I	LCSC
FULL-TIME FEES				
Tuition	$5,532.36	$5,928.04	$6,181.80	$5,826.00
Mandatory Fee	2,527.64	1,943.96	2,158.20	1,156.00
DEDICATED ACTIVITY FEES				
Alumni		11.90	2.40	
Alternative Transportation			1.66	
Associated Student Body	27.00	126.60	180.90	
Associated Student Body				226.00
Athletic Training Services (not part of Athletics)			7.90	
Center for Arts & History				
C.W. HOG		7.54		
Cheerleader Program			6.08	
Childcare Services		47.28	25.58	16.50
Club Sports			11.62	
Community Engagement				12.50
Counseling		33.24	59.22	
Cultural Center				
Debate Team		10.54		
Diversity and Inclusion Center			4.80	
Drama				
Fitness Center				
Institutional Development				
Intercollegiate Athletics	244.30	262.04	221.52	
Intramurals/Recreation/Locker		97.80		
International Student Services				
Janet C Anderson Gender Resource Center		10.32		
Leadership & Counselor Training		6.34		
Marching Band		16.40	13.86	
Minority Student Programs			20.52	
Multi-Use Facilities (Stadium, Union, etc.)			224.98	
Music		12.44		
Outdoor Recreation				
Performing Arts			4.74	22.00
Resident Halls Operations				
Sales Tax				2.00
Scholarships and Loans		33.46		
Silverthorne Series				
Stadium Operations				
Student Activities	199.22			
Student Advisory Services			13.36	
Student Development/Scholarships				130.00
Student Health Center	107.00	142.42	81.76	
Student Health, Counseling, and Housing				164.00
Student ID Card			16.86	
Student Media				
Student Programming			35.16	
Student Radio				
Student Recreation Center	142.38		172.40	
Student Research Grants			4.66	
Student Support Service		14.52		
Student Transportation Fee	24.00			
Student Union Building/Center for Student Leader				258.00
Student Union Operations	137.00	333.40		
Student Work Scholarship				
Sustainability Center			13.70	
Theater Arts/Fine Arts			5.54	
Tutoring Service			10.78	
Veteran and Military Family Services (new fee)			1.98	
Wellness Program		10.92		
Gender Equity Center			29.20	
Subtotal Activity Fee	880.90	1,177.16	1,171.18	831.00
Total Full-Time Undergraduate Fee	**$8,940.90**	**$9,049.16**	**$9,511.18**	**$7,813.00**

IDAHO COLLEGE & UNIVERSITIES
ANNUAL STUDENT FEES
FISCAL YEAR 2022

	BSU	ISU	U of I	LCSC
PART-TIME CREDIT HOUR FEES				
Tuition	251.75	335.03	368.00	308.75
Facility Fees	63.16	20.00	21.70	8.00
Technology Fees	11.69	6.52	8.27	8.25
Activity Fee:				
Alumni		0.10		
Associated Student Body	1.23		3.04	
Athletics: Fitness & Recreation				7.50
Cheerleader Program				
Childcare Services		3.10		
Community Engagement				0.50
Counseling		1.66		
Intercollegiate Athletics	11.10	3.65	3.00	
Intramurals/Recreation/Locker		5.27	0.36	
Janet C Anderson Gender Resource Center		0.85		
Leadership & Counselor Training		0.65		
Marching Band		0.91	0.44	
Multi-Use Facilities (Stadium, Union, etc.)			3.57	
Outreach Program		1.47		
Stadium Operations				
Student Activities	9.06			
Student Development/Scholarships				0.75
Student Health Center	4.86	5.99	3.62	
Student Health, Counseling, and Housing				5.75
Student ID Card			0.53	
Student Programming		4.42		
Student Rec Center	6.47		1.81	
Student Transportation Fee	1.09			
Student Union Building/Center for Student Leader				16.50
Student Union Operations	6.23	10.80		
Wellness Program		0.81		
Work Scholarship/JOB				
Student Support Services		0.77	0.66	
Activity Fee Subtotal	40.04	40.45	17.03	31.00
Total Part-Time Undergraduate Fee	**$366.64**	**$402.00**	**$415.00**	**$356.00**
TEACHER IN-SERVICE - Undergraduate	129.00	129.00	129.00	129.00
TEACHER IN-SERVICE - Graduate	167.00	167.00	167.00	167.00
GRADUATE FEE				
Full-Time	1,578.00	1,534.90	1,572.00	N/A
Part-Time	103.00	77.38	87.00	N/A
NON-RESIDENT TUITION				
Full-Time	16,920.00	25,326.00	19,236.00	13,256.00
Asotin County	N/A	N/A	N/A	4,070.00
Part-Time	357.00	685.82	962.00	
Part-Time Graduate (UI)			1,069.00	

IDAHO COLLEGE & UNIVERSITIES
ANNUAL STUDENT FEES
FISCAL YEAR 2022

	BSU	ISU	U of I	LCSC
PROFESSIONAL FEES				
Art & Architecture	N/A	N/A	1,390.00	N/A
Idaho Dental Education	N/A	32,109.00	N/A	N/A
Law	N/A	N/A	13,384.00	N/A
Nursing/Undergraduate	1,356.00	1,954.00	N/A	N/A
Nursing/MSN	N/A	2,402.00	N/A	N/A
Nursing PhD	N/A	2,366.00	N/A	N/A
Nursing DNP	N/A	4,370.00	N/A	N/A
Speech Language Pathology/Audiology (Per Cr Hr)	N/A	85.00/88.00	N/A	N/A
Spch Lang Path/Audiology -PreProfessional(Per Cr	N/A	276.00	N/A	N/A
Spch Lang Path/Audiology -Online MS(Per Cr Hr)	N/A	499.00	N/A	N/A
Dental Hygiene BS	N/A	8,350.00	N/A	N/A
Dental Hygiene MS-Didactic (Per Cr Hr)	N/A	165.00	N/A	N/A
Dental Hygiene MS-Clinical (Per Cr Hr)	N/A	349.00	N/A	N/A
Dental Hygiene MS-Thesis (Per Cr Hr)	N/A	271.00	N/A	N/A
Graduate Counseling	N/A	1,314.00	N/A	N/A
Pharmacy	N/A	11,750.00	N/A	N/A
Physician Assistant	N/A	22,446.00	N/A	N/A
Physical Therapy	N/A	4,878.00	N/A	N/A
Occupational Therapy	N/A	4,032.00	N/A	N/A
Radiographic Science	N/A	900.00	N/A	N/A
Clinical Lab Science	N/A	1,490.00	N/A	N/A
Paramedic Science	N/A	1,468.00	N/A	N/A
Dietetics	N/A	3,219.00	N/A	N/A
Social Work BA	N/A	250.00	N/A	N/A
Social Work MS	N/A	412.00	N/A	N/A
Athletic Training MS	N/A	1,500.00	N/A	N/A
Engineering	35.00	N/A	N/A	N/A
Online Prog Fee - Community Paramedic Certificate	N/A	3,300.00	N/A	N/A
Online Prog Fee - Spanish MA	N/A	330.00	N/A	N/A
Online Prog Fee - Health Informatics MS	N/A	528.00	N/A	N/A
Online Prog Fee - Surveying Technician Tech Cert.	N/A	330.00	N/A	N/A
Online Prog Fee - Land Surveying Cert.	N/A	330.00	N/A	N/A
Online Prog Fee -Elementary Ed BA/BS	N/A	262.00	N/A	N/A
Online Prog Fee -Special Education BA/BS	N/A	262.00	N/A	N/A
Self-Support Fee - Diagnostic Medical Sonography (	N/A	302.00	N/A	N/A
WUE Tuition and Fees	12,090.00	10,836.02	12,510.00	9,896.00
DUAL CREDIT	65.00	65.00	75.00	75.00
NEW STUDENT ORIENTATION	175.00	100.00	100.00	N/A

TAB	DESCRIPTION	ACTION
1	**AMENDMENT TO BOARD POLICY II R. – SECOND READING**	Action Item
2	**AMENDMENT TO BOARD POLICY V R. – SECOND READING**	Action Item
3	**INTERCOLLEGIATE ATHLETICS** FY2020 Revenue and Expenses Reports	Information Item
4	**INTERCOLLEGIATE ATHLETICS** FY2020 and FY2021 Compensation Reports	Information Item
5	**INTERCOLLEGIATE ATHLETICS** FY2021 Gender Equity Reports	Action Item
6	**FY2023 BUDGET GUIDELINES**	Action Item
7	**IDAHO STATE UNIVERSITY** College of Pharmacy, Leonard Hall Project – Planning and Design	Action Item
8	**UNIVERSITY OF IDAHO** Center for Agriculture, Food and the Environment Project - Construction Phase	Action Item
9	**SYSTEMWIDE** Joint Purchasing Agreement	Action Item
10	**LEWIS-CLARK STATE COLLEGE** ERP Contract	Action Item

SUBJECT

Board Policy II.R. – Optional Retirement Plan Committee Membership – Second Reading

REFERENCE

June 2011	Idaho State Board of Education (Board) approved Supplemental Retirement 403(b) Plan document
August 2013	Board approved technical amendments to plan document
February 2014	Board approved amendments to the Supplemental Retirement Benefit Plan
April 27, 2020	Board approved allowance of plan-optional COVID-19 distribution and loan relief related to the CARES Act.
December 2020	Board approved amendments to Policy II.R. to allow the Executive Director to authorize the hiring of consultants for legal and fiduciary plan reviews.
February, 2021	Board approved the First Reading of these proposed amendments

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In reviewing Board Policy II.R, it was noted that the policy limits the number of participants representing higher education institutions on the Retirement Plans Committee (Committee) to two, one for the four-year institutions and one for the two-year institutions. Obtaining counsel from representatives across the system has proven to be very beneficial for the committee to understand the total impact of Committee decisions. The Committee reviewed the current policy and has proposed an amendment that would require at least one representative without limiting the participation. The Committee supports this policy amendment.

IMPACT

The amendment allows members to serve and provide the Committee the breadth of expertise needed to best understand and advise on retirement plan matters affecting institution employees across the state. There is no financial cost to implement the amendment.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendment

STAFF COMMENTS AND RECOMMENDATIONS

The scope of the Committee affects institutions across the state and employees in different locations and types of institutions. The Committee has identified that

having more institutional representation serves the Plans in the best possible way to allow greater representation. No changes have been made between the first and second reading of the policy. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy II.R. to allow multiple institutional representatives to serve on the Retirement Plans Committee as set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

1. The Retirement Plan Committee is a special committee of the Board. The Committee provides stewardship of the retirement plans sponsored by the Board for the exclusive benefit of participants and their beneficiaries. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures.

2. The Committee shall consist of five or more members appointed by, and serving at the pleasure of, the Board. The chair of the Committee shall be appointed by the Board President and shall be a Board member. Other members of the Committee shall include at least two participants in the sponsored plans: at least one representative from a public four-year institution and at least one representative from a community or technical college. At least two members shall be private sector members who are knowledgeable about financial markets. All committee members should have investment, legal or benefits management expertise sufficient to evaluate the risks associated with the Committee's purpose. A quorum of any meeting of the Committee shall consist of a majority of the members. Committee members shall not be compensated for their service on the Committee. The Committee will meet as needed, but not less than semi-annually. The Committee is supported by the Board's Chief Fiscal Officer and by the Board's outside tax counsel.

3. Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to hereinafter as "Plan" or "Plans"). The Board has authority to manage and control the Plans' operation and administration. The Board retains exclusive authority to amend the Plans and select trustees/custodians.

    a. The Committee shall report at least annually to the Board.
    b. The Committee members shall sign a conflict of interest disclosure questionnaire.
    c. The Board delegates execution of the following fiduciary responsibilities with respect to the Plans to the Committee:
        i. Establishing, periodically reviewing, and maintaining a written investment policy, including investment allocation strategies.
        ii. Overseeing administration of the Plans in accordance with the investment policy, including:
            a) Selecting an appropriate number and type of investment asset classes and management styles for Plan participants, including default investment elections.
            b) Establishing performance criteria and benchmarks for selected asset classes.
            c) Researching, selecting, and withdrawing Plan investments as appropriate for specified asset classes or styles.
            d) Reviewing communication methods and materials to ensure that Plan participants receive adequate investment education and performance information.

e) Ensuring the Committee and the Plans comply with applicable laws, regulations, and the terms of the Plan pertaining to investments.

iii. Reviewing and monitoring investment performance, including the reasonableness of investment fees, against appropriate benchmarks and in accordance with the investment policy.

iv. Managing the Plans to ensure regulatory compliance pertaining to Plan investments, including required Plan amendments and document retention;

v. Monitoring the Plans' vendors and implementation of contractual service arrangements;

vi. Advising the Board on selection or termination of the Plans' trustee(s)/custodian(s);

vii. Monitoring for reasonableness and consistency with the Plans' terms any investment product fees and charges passed through to Plan participants; and

viii. Retaining consultants, subject to approval by the Board's executive director, as noted in Section 5.

4. The trustee(s) and/or custodian(s) of the sponsored plans will be responsible for holding and investing the Plans' assets in accordance with the terms of the Trust/Custodial Agreement.

5. The Committee may recommend to the Board's executive director the engagement of outside consultants and/or other professionals. The services of consultants and other professionals may include, but are not limited to:

   a. Providing formal reviews of the performance of the investment options. Such reviews shall be based on established criteria and shall include recommendations for changes where appropriate;
   b. Advising the Committee of any recommended modifications to the investment structure of the Plans; and
   c. Advising the Committee as to the appropriate performance benchmarks for the investment options.
   d. Advising the Committee as to the effectiveness of vendors and assisting in periodic review and/or vendor searches.
   e. Providing legal counsel to the Board regarding plan administration.
   f. As determined by the Plans, payment for fees may be made from record keeping fees established within the Plans.

SUBJECT

Board Policy V.R. – Second Reading – Establishment of Fees

REFERENCE

February 2016	Board approved first reading of amendment to Board Policy V.R. which removed professional licensure as a mandatory criterion for an academic professional program to be eligible for consideration for a professional fee.
April 2016	Board approved second reading of amendment to Board Policy V.R.
June 2018	Board approved the first reading of Board policy V.R. establishing a new fee effective for the 2019-2020 academic year.
December 2018	Board returned second reading of Board policy V.R., establishing a new fee to the Business Affairs and Human Resources Committee for further review and analysis.
April 2020	Board set 2020-2021 Board approved tuition and fees.
June 2020	Board approved one-year partial waiver to the requirement that student fees to be used only for the purpose for which it was collected.
February 2021	Board approved the first ready of the policy

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.
Sections 33-3717A, and 33-3717C, Idaho Code

BACKGROUND/DISCUSSION

Board Policy V.R. relates to the ways that tuition and fees are established by the Board and the categories into which they may fall. In the process of updating the policy, several areas were reviewed, and the following objectives were addressed.

First, the policy amendment is intended to create simplicity for students to aid in understanding the true price of tuition and fees at each of the institutions. The reduction in the number of fees and the consolidation of the facilities, activity and technology fees into a Consolidated Mandatory Fee provides a clearer picture to students as to the overall cost and allows institutions some agility in the use of the fees to be responsive to student needs. The proposed amendment also creates a separate non-resident tuition rate that is not built on top of the resident tuition rate, which allows for flexibility and promotes better understanding and simplicity for students.

Second, the policy amendment is intended to arrange the specifics within the policy to be clear as to which items relate to fees that are instructional in nature and which are administrative in nature, and to clarify the approval processes related to each.

Third, the policy amendment is designed to allow maximum flexibility to institutions in the collection of fees. By allowing the program, online and self-support fees to be fungible in use, an institution would have the flexibility to adjust to changes in enrollment or the community as needed in a given year.

Lastly, the policy amendment is designed to address assurance of compliance such as aligning the structure for calculating the Western Undergraduate Exchange (WUE) rate per our agreement with the Western Interstate Commission for Higher Education.

IMPACT

Approval of the policy amendment will support the intent for simplification and clarification of tuition and fees and allow institutions to redirect fees as needed. Approval allows institutions to consolidate the many extra fees which should make billing clearer for students and parents.

ATTACHMENTS

Attachment 1 – Proposed Amendment to Policy V.R. redline
Attachment 2 -- Proposed Amendment to Policy V.R. clean

STAFF COMMENTS AND RECOMMENDATIONS

Throughout this year's pandemic, situations have arisen that have required policy waivers to support institutional desire to assist students. The proposed policy amendment is designed to retain accountability while allowing institutions flexibility and to simplify the way tuition and fees are discussed and addressed with students.

Among some of the substantive changes are the establishment of a special tuition category, to allow a singular institution to establish a specialized tuition rate and a systemwide tuition rate for future projects. The creation of a mandatory consolidated fee combines the facility, activity and technology fees as separate items, and rolls them into one fee. Approval of tuition and fees will still require institutions to work with student government in the establishment of tuition and fees which allows for simplification of the billing of fees.

This amendment to Board Policy V.R has been developed to meet three key Board objectives: to create clarity and transparency to students regarding the tuition and fee process, to provide flexibility to institutions in the use of fees and to assure that general funds are utilized to support the students of Idaho. The proposed amendment creates a more organized and clearer approach to tuition and fee setting and allows for some flexibility in the fees when institutions must respond to market changes.

Following the first reading, Board staff and some members of the Board have engaged in conversations with the legislature concerning the ability of students to

choose which student activity fees they subsidize. Balancing this greater transparency with considerations on access and affordability will be a matter for Board discussion in the coming year. Approval of the changes to V.R do not preclude a thorough discussion of this approach to fees, but clarify the goals of the Board and process by which institutions may request fees. Some minor edits for clarification have been made since the first reading of the policy and are represented in Attachment 2.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board policy V.R. to amend the process through which fees are established as set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

1. Board Policy on Student Tuition and Fees

   Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting tuition and ~~-~~fees, nothing in this policy shall preclude consideration of tuition and fee setting based on market consideration. ~~t~~The Board ~~will~~ may consider ~~recommended fees~~ recommendations ~~as~~ based on factors such as how tuition and fees compare~~compared~~ to tuition and fees at peer institutions, how percent ~~fee~~ increases compared to inflationary factors, how tuition and fees are represented as a percent of per capita income and/or household income, and what~~the~~ share students pay of their education costs. Other criteria may be ~~considered~~ evaluated as is deemed appropriate~~. at the time of a fee change~~. An institution cannot request more than a ten percent (10%) increase in the total full-time resident and/or non-resident student tuition and fee rate unless otherwise authorized by the Board. Each institution shall comply with Board Policy V.D. in depositing tuition revenues. ~~Tuition revenues shall be deposited with the state pursuant to Board policy V.D.~~

   It is the requirement of the Board that institutions communicate all tuition and fees to individual students in a clear and understandable format prior to their enrollment and that fees be as consolidated and limited as is practicable. Such communication shall include information about tuition and fees, and reference possible student-specific items that cannot be determined until enrollment, such as course fees.

2. Tuition and Fee Setting Process – Board Approved Tuition and Fees

   a. Initial Notice

      A proposal to alter any student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

      Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper ~~during the months of publication~~ of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

      The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board. Public hearings may be held in person or virtually.

   b. Board Approval

Board approval for tuition ~~fees~~ will be considered ~~when appropriate or necessary~~annually. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

c. Effective Date

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

3. ~~Definitions and~~ Types of Tuition and Fees

The following definitions are applicable to tuition and fees charged to students at all of the state colleges and universities under the governance of the Board (the community colleges are included only as specified).

a. Board Established Tuition

i~~a~~. ~~General and Career Technical Education Tuition and~~ Institution Tuition ~~Fees~~

Tuition is the amount charged for any and all educational costs at University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College. Tuition ~~includes~~is assessed for,~~,~~ but is not limited to, costs associated with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.~~Tuition and fees approved by the State Board of Education Revenues from these fees are deposited in the unrestricted fund.~~

Special Tuition rates may include tuition for such items as specialized short-term courses or programs, summer courses, or other special kinds of courses for the purposes of furthering the educational mission of the institution.

Part-time Credit Hour tuition is defined as the charge per credit hour charged for educational services for enrolled, part-time students.

The Course Overload Tuition rate may be charged to full-time students whose credit hour workload is higher than ~~the~~ an institution's guidelines for a normal course load.

~~I~~a~~).~~ Tuition – University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College

~~Tuition is the amount charged for any and all educational costs at University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College. Tuition includes, but is not limited to, costs associated with academic~~

~~services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.~~

Tuition shall be set as follows:

- Undergraduate Resident Tuition
- Undergraduate Non-resident Tuition
- Graduate Resident Tuition
- Graduate Non-resident Tuition
- Special Resident Tuition
- Special Non-resident Tuition
- Course Overload Tuition

ii. Systemwide Tuition

The Board may choose to establish a systemwide tuition rate for programs that span two or more institutions. Revenues from systemwide tuition will be deposited with the state for those institutions required to do so per statute.

iii. Western Undergraduate Exchange (WUE) Tuition

The Western Undergraduate Exchange tuition is established as 150% of the resident tuition rate for full-time students participating in this program. Students in this program shall be subject to the Consolidated Mandatory Fee and all other applicable fees.

b. Board Established Course and Program Fees

For purposes of ~~b~~Board established course and program fees, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for a baccalaureate, master's, specialist or doctoral degree as defined in policy III.E.1.

~~Career Technical Education Fee~~

~~Career Technical Education fee is defined as the fee charged for educational costs for students enrolled in Career Technical Education pre-employment, preparatory programs~~.

i. ~~ii~~. Career Technical Education Fee

The Career Technical Education fee is ~~defined as~~ the fee charged for educational costs for students enrolled in Career Technical Education programs ~~Part-time Credit Hour Fee~~

~~Part-time credit hour fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.~~

~~iv. Graduate Fee~~

~~Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post- baccalaureate degree-granting program.~~

~~V. Western Undergraduate Exchange (WUE) Fee~~

~~Western Undergraduate Exchange fee is defined as the additional fee for full-time students participating in this program and shall be equal to fifty percent (50%) of the total of tuition, facility fee, technology fee and activity fee.~~

~~vi. Employee/Spouse/Dependent Fee~~

~~The fee for eligible participants shall be set by each institution, subject to Board approval. Eligibility shall be determined by each institution. Employees, spouses and dependents at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Employees of the Office of the State Board of Education and the Division of Career Technical Education shall be treated as institution employees for purposes of eligibility. Special course fees may also be charged.~~

~~vii. Senior Citizen Fee~~

~~The fee for eligible participants shall be set by each institution, subject to Board approval. Eligibility shall be determined by each institution.~~

~~viii. In-Service Teacher Education Fee~~

~~This fee shall be applicable only to teacher education courses offered as teacher professional development. This fee is not intended for courses which count toward an institution's degree programs. Courses must be approved by the appropriate academic unit(s) at the institution. For purposes of this special fee only, "teacher" means any certificated staff (i.e. pupil services, instructional and administrative).~~

~~a) The fee shall not exceed one-third of the part-time undergraduate credit hour fee or one-third of the graduate credit hour fee for Idaho teachers employed at an Idaho elementary or secondary school; and~~

~~b) The credit-granting institution may set a course fee up to the regular undergraduate or graduate credit hour fee for non-Idaho teachers, for teachers who are not employed at an Idaho elementary or secondary school, or in cases where the credit-granting institution bears all or part of the costs of delivering the course.~~

~~ix. Transcription Fee~~

~~A fee may be charged for processing and transcripting credits. The fee shall be $10.00 per credit for academic year 2014-15 only, and set annually by the Board thereafter. This fee may be charged to students enrolled in a qualified Workforce Training course where the student elects to receive credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges. This fee may also be charged for transcripting demonstrable technical competencies.~~

ii.~~x~~. Institutional Online Program Fee

An online program fee may be charged for any fully online undergraduate, graduate, and certificate program. An online program fee shall be in lieu of resident or non-resident tuition (as defined in Idaho Code §33-3717B) and all other Board-approved fees. An online program is one in which all courses are offered and delivered via distance learning modalities (e.g. campus-supported learning management system, videoconferencing, etc.); provided however, that limited on-campus meetings may be allowed if necessary for accreditation purposes or to ensure the program is pedagogically sound.

~~b) Nothing in this policy shall preclude pricing online programs at a market competitive rate which may be less or more than the current resident or non-resident per credit hour rates.~~

iii. Professional Program Fees

A profession is an occupation, for which a person has to undergo specialized training or internship for getting a high degree of education and expertise in the concentrated area.

a) Requirements. To designate a professional fee for a Board approved professional program all of the following criteria must be met:

1) Credential or Licensure Requirement:

(a) A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education certificate or degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required.

(b) Any such professional program must provide at least the minimum capabilities required for entry to the practice of a profession.

2) Accreditation Requirement: The program:

(i) is accredited within the institution's regional; accreditation; or

(ii) is actively seeking accreditation if a new program; or

(iii) will be actively seeking program accreditation after the first full year of existence if a new program by a regional or specialized accrediting agency.

3) Demonstration of Program Costs: Institutions may propose professional fees for Board approval based on the costs to deliver the program and other related costs. An institution must provide justification for the pricing of the professional program. Professional program fees must be additional fees above and beyond the normal resident and non-resident tuition rates.

b) Program Guidelines

1) The program must be consistent with academic offerings of the institution serving a population that accesses the same activities, services, and features as full-time, tuition-paying students.

2) Upon the approval and establishment of a professional fee, ~~additional~~ course fees associated with the same program shall be prohibited.

3) Once a professional fee is approved by the Board, any subsequent change in a professional fee shall require prior approval by the Board. All fee amendments must be requested at the same meeting institutions submit proposals for tuition and fees, pursuant to subsection 2.b.

~~g).~~vi. Self-Support Academic Program Fees

~~1~~a) Self-support program fees are fees charged in lieu of resident or non-resident tuition for programs that lead to degrees or certificates. To bring a Self-support program fee to the Board for approval, all of the following criteria must be met:

~~(~~i1) An institution shall follow the program approval guidelines set forth in policy III.G.

~~(~~ii2) The Self-support program shall be an academic program.

~~(~~iii3) The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, resident and non-resident tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.

~~(~~iv4) No appropriated funds may be used in support of Self-support programs. The Self-support program fee shall be all-inclusive and no other fees shall be charged in connection with participation in the program.

~~(~~v5) Self-support fees shall be segregated, tracked and accounted for separately from all other programs of the institution except as provided for in subsection 3.b.vi.b).

~~2~~b) If a Self-support program fee is approved for a new program, an institution may fund program start-up costs through reallocation or use of reserves, but the program must demonstrate ability to support its costs, both direct and indirect, within a period not to exceed three years from program start-up.

~~3~~c) Once a Self-support program fee is initially approved by the Board, any subsequent change in a Self-support program fee shall require prior approval by the Board.

4d) Students enrolled in self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.

~~g)~~v. Summer Bridge Program Fee

The Summer Bridge Program Fee is charged to students recently graduated from high school, who are admitted into a summer bridge program at an institution the summer immediately following graduation from high school, and who will be enrolling in pre-determined college-level courses at the same institution the fall semester of the same year for the express purpose of

acquiring knowledge and skills necessary to be successful in college. The bridge program fee shall be set annually by the Board.

~~h)~~vi. Independent Study in Idaho

This ~~registration~~ fee is charged for courses offered through the Independent Study in Idaho (ISI) cooperative program. Complete degree programs shall not be offered through the ISI. Credits earned upon course completion shall transfer to any Idaho public college or university. The ISI program shall receive no appropriated or institutional funding and shall operate alone on revenue generated through ISI student registration fees.

C. Institution Established Program Fees

Institution Established Program Fees are charged in lieu of tuition. The Board delegates establishment of the following program fees to the Chief Executive Officers. An annual report listing these fees shall be provided to the Board annually at the time of establishment of Board-established tuition and fees.

i. Employee/Spouse/Dependent Fee

The fee for eligible participants shall be set by each institution. Eligibility shall be determined by each institution. Employees, spouses and dependents at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Employees of the Office of the State Board of Education and the Division of Career Technical Education shall be treated as institution employees for purposes of eligibility. Special course fees may also be charged.

ii. Senior Citizen Fee

The fee for eligible participants shall be set by each institution. Eligibility shall be determined by each institution.

iii. In-Service Teacher Education Fee

This fee shall be applicable only to teacher education courses offered as teacher professional development. This fee is not intended for courses which count toward an institution's degree programs. Courses must be approved by the appropriate academic unit(s) at the institution. For purposes of this special fee only, "teacher" means any Idaho certificated staff (i.e. pupil services, instructional and administrative).

a) The fee shall not exceed one-third of the part-time undergraduate credit hour fee or one-third of the graduate credit hour fee for Idaho teachers employed at an Idaho elementary or secondary school; and

b) The credit-granting institution may set a course fee up to the regular undergraduate or graduate credit hour fee for non-Idaho teachers, for teachers who are not employed at an Idaho elementary or secondary school, or in cases where the credit-granting institution bears all or part of the costs of delivering the course.

iv. Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

v. Continuing Education Fees

Continuing education fees may be charged to continuing education students on a course-by-course basis.

d. ~~D)~~b. ~~Institutional Local~~Board Approved Administrative ~~–~~ Fees ~~– Approved by the Board~~

~~Institutional~~ Administrative local fees are student fees that are approved by the State Board of Education and deposited into local institutional accounts. ~~Local fees shall be expended for the purposes for which they were collected.~~

The~~se facilities, activity and technology~~ fees shall be ~~displayed with the institution's tuition and fees when~~approved by the Board at its annual meeting for setting ~~the Board approves~~ tuition and fees and will be clearly communicated to students prior to their enrollment.~~.~~

i. Consolidated Mandatory Fee
This fee is inclusive of all facilities, activity and technology fees. The State Board of Education will approve the Consolidated Mandatory Fee which may then be allocated by institutions. This fee includes capital improvement and building projects and debt service required by these projects, the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students and campus technology enhancements and operations directly related to services for student use and benefit (e.g., internet, network, and web access, general computer facilities, electronic or online testing, and online media).

A full-time and part-time rate shall be established. Institutions shall provide an annual accounting to the Board of the way the Consolidated Mandatory fee is utilized by each institution.

~~Facilities Fee~~

~~Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of the general education facilities.~~

~~ii. Activity Fee~~

~~Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.~~

~~iii. Technology Fee~~

~~Technology fee is defined as the fee charged for campus technology enhancements and operations directly related to services for student use and benefit (e.g., internet and web access, general computer facilities, electronic or online testing, and online media).~~

i~~i~~v. ~~ix.~~ Transcription Fee

A fee may be charged for processing and transcripting credits. The fee shall be established annually by the Board.

a) This fee may be charged to students enrolled in a qualified Workforce Training course where the student elects to receive credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges.
b) This fee may also be charged for transcripting demonstrable technical competency~~ies~~ credits as defined in Board policy III.Y..
c) This fee may also be charged for students transferring from out-of-state programs.

iii. Dual Credit Fee

High school students who enroll in one or more dual credit courses delivered by high schools (including Idaho Digital Learning Academy), either face-to-face or online, are eligible to pay a reduced cost per credit which is approved at the Board's annual tuition and fee setting meeting. The term "dual credit" as used in this section is defined in Board Policy III.Y, which defines how costs are determined for high school students who are enrolled in classes on campus.

~~Professional Fees~~

~~To designate a professional fee for a Board approved academic program, *all* of the following criteria must be met:~~

~~a) Credential or Licensure Requirement:~~

~~1) A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required. For purposes of this fee, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for a baccalaureate, master's, specialist or doctoral degree as defined in policy III.E.1.;~~

~~2) The program leads to a degree which provides at least the minimum capabilities required for entry to the practice of a profession.~~

~~b) Accreditation Requirement: The program:~~

~~is accredited,~~

~~is actively seeking accreditation if a new program, or~~

~~will be actively seeking accreditation after the first full year of existence if a new program by a regional or specialized accrediting agency.~~

~~c) Extraordinary Program Costs: Institutions will propose professional fees for Board approval based on the costs to deliver the program. An institution must provide clear and convincing documentation that the cost of the professional program significantly exceeds the cost to deliver non-professional programs at the institution. A reduction in appropriated funding in support of an existing program is not a sufficient basis alone upon which to make a claim of extraordinary program costs.~~

~~d) The program may include support from appropriated funds.~~

~~e) The program is consistent with traditional academic offerings of the institution serving a population that accesses the same activities, services, and features as regular full-time, tuition-paying students.~~

~~f) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited.~~

~~g) Once a professional fee is initially approved by the Board, any subsequent increase in a professional fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.~~

~~v. Self-Support Academic Program Fees~~

~~a) Self-support programs are academic degrees or certificates for which students are charged program fees, in lieu of tuition. For purposes of this fee, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master's, specialist or doctoral degree. To bring a Self-support program fee to the Board for approval, the following criteria must be met:~~

~~1) An institution shall follow the program approval guidelines set forth in policy III.G.~~

~~2) The Self-support program shall be a defined set of specific courses that once successfully completed result in the awarding of an academic certificate or degree.~~

~~3) The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.~~

~~4) No appropriated funds may be used in support of Self-support programs. Self-support program fee revenue shall cover all direct costs of the program. In addition, Self-support program fee revenue shall cover all indirect costs of the program within two years of program start-up.~~

~~5) Self-support program fees shall be segregated, tracked and accounted for separately from all other programs of the institution.~~

~~b) If a Self-support program fee is requested for a new program, an institution may fund program start-up costs with appropriated or local funds, but all such funding shall be repaid to the institution from program revenue within a period not to exceed three years from program start-up.~~

~~c) Once a Self-support program fee is initially approved by the Board, any subsequent increase in a Self-support program fee shall require prior approval by the Board.~~

~~d) Institutions shall review Self-support academic programs every three (3) years to ensure that program revenue is paying for all program costs, direct and~~

~~indirect, and that no appropriated funds are supporting the program.~~

~~e) Students enrolled in self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.~~

~~vi. Contracts and Grants~~

~~Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.~~

~~vii. Student Health Insurance Premiums or Room and Board Rates~~

~~Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the Board no later than three (3) months prior to the semester the change is to become effective. The Board may delegate the approval of these premiums and rates to the chief executive officer.~~

~~viii. New Student Orientation Fee~~

~~This fee is defined as a mandatory fee charged to all first-time, full-time students who are registered and enrolled at an institution. The fee may only be used for costs of on-campus orientation programs such as materials, housing, food and student leader stipends, not otherwise covered in Board-approved tuition and fees.~~

~~ix. Dual Credit Fee~~

~~High school students who enroll in one or more dual credit courses delivered by high schools (including Idaho Digital Learning Academy), either face-to-face or online, are eligible to pay a reduced cost per credit which is approved at the Board's annual tuition and fee setting meeting. The term "dual credit" as used in this section is defined in Board Policy III.Y.~~

~~x. Summer Bridge Program Fee~~

~~This fee is defined as a fee charged to students recently graduated from high school, who are admitted into a summer bridge program at an institution the summer immediately following graduation from high school, and who will be enrolling in pre-determined college-level courses at the same institution the fall semester of the same year for the express purpose of acquiring knowledge and skills necessary to be successful in college. The bridge program fee shall be $65 per credit for academic year 2014-15 only, and set annually by the Board thereafter.~~

~~xi. Independent Study in Idaho~~

~~A fee may be charged for courses offered through the Independent Study in Idaho (ISI) cooperative program. Complete degree programs shall not be offered through the ISI. Credits earned upon course completion shall transfer to any Idaho public college or university. The ISI program shall receive no appropriated or institutional funding, and shall operate alone on revenue generated through ISI student registration fees.~~

C. ~~ce~~. ~~Institutional Local Fees and Charges~~Institution Approved Special Course and Administrative ~~-~~Fees ~~Approved by Chief Executive Officer~~

The following local fees and charges are charged to support specific courses or activities and are only charged to students that engage in ~~these particular activities~~those specific courses or activities. Local fees and charges are deposited into local institutional accounts or the unrestricted fund. ~~and shall only be expended for the purposes for which they were collected.~~ All local fees or changes to such local fees are established and become effective in the amount and at the time specified by ~~the chief executive officer or provost of the institution~~the institution. The ~~chief executive officer~~institution is responsible for reporting these local fees to the Board upon request.

~~i. Continuing Education~~

~~Continuing education fee is defined as the additional fee to continuing education students which is charged on a per credit hour basis to support the costs of continuing education.~~

i~~i~~. ~~Course Overload Fee~~

~~This fee may be charged to full-time students with excessive course loads as determined by each institution. Revenue from this fee the same revenue~~is ~~deposited in the unrestricted fund.~~

i~~ii~~. Special Course Fees

A special course fee is an additive fee on top of the standard per credit hour fee which may be charged to students enrolled in a specific course for materials and/or activities required for that course. Special course fees, or changes to such fees, are established and become effective in the amount and at the time specified by the chief executive officer or provost, and must be prominently posted so as to be readily accessible and transparent to students, along with other required course cost information. Such fees~~These fees~~ shall be reported to the Board upon request.

a) Special course fees shall be directly related to academic programming. Likewise, special course fees for career technical courses shall be directly related to the skill or trade being taught.

b) Special course fees may only be charged to cover the direct costs of the additional and necessary expenses that are unique to the course. This includes the costs for lab materials and supplies, specialized software, cost for distance and/or online delivery, and personnel costs for a lab manager. A special course fee shall not subsidize other courses, programs or institution operations.

c) A special course fee shall not be used to pay a cost for which the institution would ordinarily budget including faculty, administrative support and supplies.

d) Special course fees shall be separately accounted for and shall not be commingled with other funds; provided however, multiple course fees supporting a common special cost (e.g. language lab, science lab equipment, computer equipment/software, etc.) may be combined. The institution is responsible for managing these fees to ensure appropriate use (i.e. directly attributable to the associated courses) and that reserve balances are justified to ensure that fees charged are not excessive.

e) The institution shall maintain a system of procedures and controls providing reasonable assurance that special course fees are properly ~~approved~~ established and used in accordance with this policy, ~~including~~ providing an annual ~~rolling~~ review of one-third of the fees each year over a 3-year cycle.

iii.~~iv~~. Additional Mandatory ~~Processing~~ Fee~~s, Permits and Fines~~

a) Processing fees may be charged for the provision of academic products or services to students (e.g. undergraduate application fee, graduate application fee, program application fee, graduation/diploma fee, new student orientation fees and transcripts). Fees for permits (e.g. parking permit) may also be charged. Each fee may be included in the Consolidated Mandatory fee or established as a separate fee.

~~a)~~b) All processing fees are established and become effective in the amount and at the time specified by the institution.

~~Fines may be charged for the infraction of an institution policy (e.g., late fee, late drop, library fine, parking fine, lost card, returned check, or stop payment).~~

~~All processing fees, permit fees and fines are established and become effective in the amount and at the time specified by the chief executive officer, and shall be reported to the Board upon request.~~

iv. Discretionary Fees

Fees for permits, ~~S~~student health insurance premiums, room and board rates, or fines shall be established by the institution. Each fee may be included in the Consolidated Mandatory fee or established as a separate fee.

Charges for room and board at the dormitories or family housing units of the institutions. Fees for student health insurance premiums may be paid as a part of a uniform student fee or as a separate fee.

v. Fines and Infractions

Fines may be charged for the infraction of an institution policy (e.g., late fee, late drop, library fine, parking fine, lost card, returned check, or stop payment).

1. Board Policy on Student Tuition and Fees

   Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting tuition and fees, nothing in this policy shall preclude review and approval of tuition and fee setting based on market considerations. The Board may consider factors such as how tuition and fees compare to tuition and fees at peer institutions, how percent increases compared to inflationary factors, how tuition and fees are represented as a percent of per capita income and/or household income, and what share students pay of their education costs. Other criteria may be evaluated as is deemed appropriate. An institution cannot request more than a ten percent (10%) increase in the total full-time resident and/or non-resident student tuition and fee rate unless otherwise authorized by the Board. Each institution shall comply with Board policy V.D. in depositing tuition revenues.

   It is the requirement of the Board that institutions communicate all tuition and fees to students in a clear and understandable format prior to their enrollment and that fees be as consolidated and limited as is practicable. Such communication shall include information about tuition and fees, and reference possible student-specific items that cannot be determined until enrollment, such as course fees.

2. Tuition and Fee Setting Process – Board Approved Tuition and Fees

   a. Initial Notice

      A proposal to alter any student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

      Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

      The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board. Public hearings may be held in person or virtually.

   b. Board Approval

      Board approval for tuition and fees will be considered annually. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

c. Effective Date

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

3. Definitions and Types of Tuition and Fees

The following definitions are applicable to tuition and fees charged to students at all the state colleges and universities under the governance of the Board.

a. Board Established Tuition

i. Institution Tuition

Tuition is the amount charged for any and all educational services at University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College. Tuition is assessed for, but is not limited to, academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

Special Tuition rates may include tuition for such items as specialized short-term courses or programs, summer courses, or other special kinds of courses for the purposes of furthering the educational mission of the institution.

Part-time Credit Hour tuition is defined as the charge per credit hour charged for educational services for enrolled, part-time students.

The Course Overload Tuition rate may be charged to full-time students whose credit hour workload is higher than the guidelines for a normal course load.

a) Tuition – University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College

Tuition shall be set as follows and may include both full-time and part-time rates:

- Undergraduate Resident Tuition
- Undergraduate Non-resident Tuition
- Graduate Resident Tuition
- Graduate Non-resident Tuition
- Special Resident Tuition
- Special Non-resident Tuition
- Course Overload Tuition

ii. Systemwide Tuition

The Board may choose to establish a systemwide tuition rate for programs that span two or more institutions. Revenues from systemwide tuition will be deposited with the state for those institutions required to do so per statute.

iii. Western Undergraduate Exchange (WUE) Tuition

The Western Undergraduate Exchange tuition is established as 150% of the resident tuition rate for full-time students participating in this program. Students in this program shall be subject to the Consolidated Mandatory Fee and all other applicable fees.

b. Board Established Course and Program Fees

For purposes of board established course and program fees, “academic” means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for a baccalaureate, master’s, specialist or doctoral degree as defined in policy III.E.1.

i. Career Technical Education Fee

The Career Technical Education fee is the fee charged for educational costs for students enrolled in Career Technical Education programs

ii. Institutional Online Program Fee

An institutional online program fee may be charged for any fully online undergraduate, graduate, and certificate program. An online program fee shall be in lieu of resident or non-resident tuition (as defined in Idaho Code §33-3717B) and all other Board-approved fees. An online program is one in which all courses are offered and delivered via distance learning modalities (e.g. campus-supported learning management system, videoconferencing, etc.); provided however, that limited on-campus meetings may be allowed if necessary for accreditation purposes or to ensure the program is pedagogically sound.

iii. Professional Program Fees

A profession is an occupation, for which a person has to undergo specialized training or internship for getting a high degree of education and expertise in the concentrated area.

a) Requirements. To designate a professional fee for a Board approved professional program, all of the following criteria must be met:

1) Credential or Licensure Requirement:

   (a) A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education certificate or degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required.

   (b) Any such professional program must provide at least the minimum capabilities required for entry to the practice of a profession.

2) Accreditation Requirement: The program:

   (a) is accredited within the institution's regional accreditation; or

   (b) is actively seeking accreditation if a new program; or

   (c) will be actively seeking program accreditation after the first full year of existence if a new program by a regional or specialized accrediting agency.

3) Demonstration of Program Costs: Institutions may propose professional fees for Board approval based on the costs to deliver the program and other related costs. An institution must provide justification for the pricing of the professional program. Professional program fees must be additional fees above and beyond the normal resident and non-resident tuition rates.

b) Program Guidelines

1) The program must be consistent with academic offerings of the institution serving a population that accesses the same activities, services, and features as full-time, tuition-paying students.

2) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited.

3) Once a professional fee is initially approved by the Board, any subsequent change in a professional fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.

iv. Self-Support Academic Program Fees

a) Self-support programs fees are charged in lieu of resident or non-resident tuition for programs that lead to degrees or certificates. To bring a Self-

support program fee to the Board for approval, all of the following criteria must be met:

1) An institution shall follow the program approval guidelines set forth in policy III.G.

2) The Self-support program shall be an academic program.

3) The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, resident and non-resident tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.

4) No appropriated funds may be used in support of Self-support programs. The Self-support program fee shall be all-inclusive and no other fees shall be charged in connection with participation in the program.

5) Self-support program finances shall be segregated, tracked and accounted for separately from all other programs of the institution except as provided for in subsection 3.B.iv.b.

b) If a Self-support program fee is approved for a new program, an institution may fund program start-up costs through reallocation or use of reserves., the program must demonstrate ability to support its costs, both direct and indirect, within a period not to exceed three years from program start-up.

c) Once a Self-support program fee is initially approved by the Board, any subsequent change in a Self-support program fee shall require prior approval by the Board.

d) Students enrolled in self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.

v). Summer Bridge Program Fee

The Summer Bridge Program Fee fee is charged to students recently graduated from high school, who are admitted into a summer bridge program at an institution the summer immediately following graduation from high school, and who will be enrolling in pre-determined college-level courses at the same institution the fall semester of the same year for the express purpose of acquiring knowledge and skills necessary to be successful in college. The bridge program fee shall be set annually by the Board.

vi). Independent Study in Idaho

This fee is charged for courses offered through the Independent Study in Idaho (ISI) cooperative program. Complete degree programs shall not be offered through the ISI. Credits earned upon course completion shall transfer to any Idaho public college or university. The ISI program shall receive no appropriated or institutional funding and shall operate alone on revenue generated through ISI student registration fees.

c. Institution Established Program Fees
Institution Established Program Fees are charged in lieu of tuition. The Board delegates establishment of the following fees to the Chief Executive Officers. An annual report listing these fees shall be provided to the Board annually at the time of establishment of Board-established tuition and fees.

i) Employee/Spouse/Dependent Fee

The fee for eligible participants shall be set by each institution. Eligibility shall be determined by each institution. Employees, spouses and dependents at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Employees of the Office of the State Board of Education and the Division of Career Technical Education shall be treated as institution employees for purposes of eligibility. Special course fees may also be charged.

ii. Senior Citizen Fee

The fee for eligible participants shall be set by each institution. Eligibility shall be determined by each institution.

iii. In-Service Teacher Education Fee

This fee shall be applicable only to teacher education courses offered as teacher professional development. This fee is not intended for courses which count toward an institution's degree programs. Courses must be approved by the appropriate academic unit(s) at the institution. For purposes of this special fee only, "teacher" means any certificated staff (i.e. pupil services, instructional and administrative).

a) The fee shall not exceed one-third of the part-time undergraduate credit hour fee or one-third of the graduate credit hour fee for Idaho teachers employed at an Idaho elementary or secondary school; and

b) The credit-granting institution may set a course fee up to the regular undergraduate or graduate credit hour fee for non-Idaho teachers, for teachers who are not employed at an Idaho elementary or secondary school, or in cases where the credit-granting institution bears all or part of the costs of delivering the course.

iv. Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

v. Continuing Education Fees

Continuing education fees may be charged to continuing education students on a course-by-course basis.

d. Board Approved Administrative Fees

Administrative local fees are student fees that are approved by the State Board of Education and deposited into local institutional accounts.

These shall be approved by the Board at its annual meeting for setting tuition and fees and will be clearly communicated to students prior to their enrollment.

i. Consolidated Mandatory Fee
This fee is inclusive of all facilities, activity and technology fees. The State Board of Education will approve the Consolidated Mandatory Fee which may then be allocated by institutions. This fee includes capital improvement and building projects and debt service required by these projects, the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students and campus technology enhancements and operations directly related to services for student use and benefit (e.g., internet, network, and web access, general computer facilities, electronic or online testing, and online media).

A full-time and part-time rate shall be established. Institutions shall provide an annual accounting to the Board of the way the Consolidated Mandatory fee is utilized by each institution.

ii. Transcription Fee

A fee may be charged for processing and transcripting credits. The fee shall be established annually by the Board.

(a) This fee may be charged to students enrolled in a qualified Workforce Training course where the student elects to receive credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges

(b) This fee may also be charged for transcripting demonstrable technical competency credits as defined in Board policy III.Y.

iii. Dual Credit Fee

High school students who enroll in one or more dual credit courses delivered by high schools (including Idaho Digital Learning Academy), either face-to-face or online, are eligible to pay a reduced cost per credit which is approved at the Board's annual tuition and fee setting meeting. The term "dual credit" as used in this section is defined in Board Policy III.Y, which defines how costs are determined for high school students who are enrolled in classes on campus.

e. Institution Approved Special Course and Administrative Fees

The following local fees and charges are charged to support specific courses or activities and are only charged to students that engage in those specific courses or activities. Local fees and charges are deposited into local institutional accounts or the unrestricted fund. All local fees or changes to such local fees are established and become effective in the amount and at the time specified by the institution. The institution is responsible for reporting these local fees to the Board upon request.

i. Special Course Fees

A special course fee is an additive fee on top of the standard per credit hour fee which may be charged to students enrolled in a specific course for materials and/or activities required for that course. Special course fees, or changes to such fees, are established and become effective in the amount and at the time specified by the chief executive officer or provost, and must be prominently posted so as to be readily accessible and transparent to students, along with other required course cost information. Such fees shall be reported to the Board upon request.

a) Special course fees shall be directly related to academic programming. Likewise, special course fees for career technical courses shall be directly related to the skill or trade being taught.

b) Special course fees may only be charged to cover the direct costs of the additional and necessary expenses that are unique to the course. This includes the costs for lab materials and supplies, specialized software, cost for distance and/or online delivery, and personnel costs for a lab manager. A special course fee shall not subsidize other courses, programs or institution operations.

c) A special course fee shall not be used to pay a cost for which the institution would ordinarily budget including faculty, administrative support and supplies.

d) Special course fees shall be separately accounted for and shall not be commingled with other funds; provided however, multiple course fees supporting a common special cost (e.g. language lab, science lab equipment, computer equipment/software, etc.) may be combined. The institution is responsible for managing these fees to ensure appropriate use (i.e. directly attributable to the associated courses) and that reserve balances are justified to ensure that fees charged are not excessive.

e) The institution shall maintain a system of procedures and controls providing reasonable assurance that special course fees are properly established and used in accordance with this policy, providing an annual review of one-third of the fees each year over a 3-year cycle.

iii.. Additional Mandatory Fees

a) Processing fees may be charged for the provision of academic products or services to students (e.g. undergraduate application fee, graduate application fee, program application fee, graduation/diploma fee, new student orientation fees and transcripts). Fees for permits (e.g. parking permit) may also be charged. Each fee may be included in the Consolidated Mandatory fee or established as a separate fee.

b) All processing fees are established and become effective in the amount and at the time specified by the institution.

iv. Discretionary Fees

Fees for permits, student health insurance premiums, room and board rates, or fines shall be established by the institution. Each fee may be included in the Consolidated Mandatory fee or established as a separate fee.

v. Fines and Infractions

Fines may be charged for the infraction of an institution policy (e.g., late fee, late drop, library fine, parking fine, lost card, returned check, or stop payment).

SUBJECT

Intercollegiate Athletics Reports of Revenues and Expenses

REFERENCE

June 2016	Board directed that the universities' National Collegiate Athletics Association (NCAA) "Agreed Upon Procedures Reports" would be provided to the Board and would also serve as the revenues/expenses reporting template for Lewis-Clark State College.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.X.5.

BACKGROUND/DISCUSSION

Responsibility, management, control, and reporting requirements for athletics are detailed in Board Policy V.X. The college and universities are required to submit regular financial reports as specified by the Board office. For the universities, the revenue and expenses reported must reconcile to the NCAA "Agreed Upon Procedures Reports" that are prepared annually and reviewed by the Board's external auditor.

IMPACT

The reports of Revenues and Expenses are presented for each institution for fiscal year 2020 in Attachments 1 through 4.

ATTACHMENTS

Attachment 1	Boise State University
Attachment 2	Idaho State University
Attachment 3	University of Idaho
Attachment 4	Lewis-Clark State College

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show results for fiscal year 2020. It should be noted that state funds are critical to support the student athletes and athletic programs at the four institutions. Ticket sales, contributions, and program revenues are insufficient to enable the athletic programs to be fully self-supporting. Fiscal year 2020 reflects one quarter of losses related to the COVID-19 pandemic, which may be offset by revenue from federal programs such as the CARES Act. Representatives from the institutions will be available to respond questions from Board members, if necessary.

BOARD ACTION

This item is for informational purposes only.

Boise State University
Intercollegiate Athletics Department
Schedule of Revenues and Expenses
For the Year Ended June 30, 2020 (unaudited)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Totals
OPERATING REVENUES								
Ticket Sales	$ 5 149,923	$ 1 356,875	$ 30,305	$ 38 325	$ 10,404	$ 15 353	$ -	$ 6 601,185
Direct State or Other Government Support	-	238,382	162,279	598,995	157,151	1,099,087	1 134 406	3,390,300
Student Fees	-	-	-	-	-	-	3,784,220	3 784,220
*Direct Institutional Support	1 074,420	228,420	337,723	186,120	186,120	812,837	1,918,506	4,744 146
Guarantees	625 000	-	10,000	30,000	10,000	7,800	-	682,800
Contributions	6,484 961	942,681	304,313	71,119	8,496	650,545	3,406 090	11,868,205
In Kind	356,453	67,896	-	-	-	-	-	424,349
Media Rights	2,303,895	607,058	13,559	17 129	4 781	6,911	-	2,953,333
NCAA Distributions	310,313	297,383	79,984	54,726	51 118	308,251	-	1 101 775
Conference Distributions	1,941,211	56,942	-	-	-	13,022	-	2,011 175
Program Sales Concessions Novelty Sales, and Parking	258,107	64,515	1,441	1 820	508	734	-	327 125
Royalties Licensing Advertisement Sponsorship	5 343,045	1 332,227	40,256	37 591	10,493	46,666	28,500	6,838 778
Other Operating Revenue	405,017	412	104,975	405	100	244,526	1,636,080	2,391 515
Bowl Revenues	523,442	-	-	-	-	-	-	523 442
Indirect Institutional Support Revenue	-	-	-	-	-	-	4 196,971	4,196,971
Sports Camp Revenue	25,738	5,906	1,475	320	(2,320)	11,328	-	42,447
Total operating revenues	$ 24,801 525	$ 5,198,697	$ 1,086,310	$ 1,036,550	$ 436,851	$ 3,217,060	$ 16 104,773	$ 51,881 766

***Direct Institutional Support**

Institutional Support Funds	$ 1,875,300
Out of State Tuition Waivers	$ 2,868,846
Total Direct Institutional Support	$ 4,744,146

Boise State University
Intercollegiate Athletics Department
Schedule of Revenues and Expenses (Continued)
For the Year Ended June 30, 2020 (unaudited)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Totals
OPERATING EXPENSES								
Athletic Student Aid	$ 2,931,493	$ 529,709	$ 1,093,653	$ 527,669	$ 493,786	$ 2,899,420	$ 277,879	$ 8,753,609
Guarantees	700,000	202,500	6,040	34,000	-	2,255	-	944,795
Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Parties	5,043,317	1,261,412	787,229	864,615	337 702	1 712,652	59,970	10,066,897
Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Parties - Sport Camps	23,230	-	5,057	7,532	26,477	95,668	-	157,964
Support Staff/Admin Compensation Benefits and Bonuses Paid by the University and Related Parties	1,398,430	111,122	57 746	123,851	4,495	81 688	6,997 103	8 774,435
Support Staff/Admin Compensation Benefits and Bonuses Paid by the University and Related Parties - Sport Camps	101,893	25,079	199	4 667	3,572	27 389		162 799
Recruiting	260,715	75,551	38,643	82 802	14,227	86,166		558 104
Team Travel	1 190,135	497 178	214,310	333 662	139 941	595,470	28 000	2,998,696
Sports Equipment, Uniforms, and Supplies	482,293	19,361	72 076	3 074	3,264	111 892	10 653	02 613
Game Expenses	744 903	230,262	194,957	127 000	31 695	81 951	39,036	1,449 804
Fundraising Marketing and Promotion	75,634	9,782	6,049	3,619	1,734	10 144	392,200	499,162
Sports Camp Expenses	163 342	3,981	188	92	8 847	31,324		7, 4
Spirit Groups	-		-	-	-	-	194,147	194,147
Athletic Facilities Debt Service, Leases and Rental Fees	3,441 843	339 783	185,921	339,783	-	442,763	251,842	5,001,935
Direct Overhead and Admin Expenses	1 118,584	84,428	83,199	36,971	10,699	183,723	655,140	2,172,744
Indirect Institutional Support Expense	-	-	-	-	-	-	4,196,971	4 196,971
Medical Expenses and Insurance	19,849	65	13,185	-		1,999	928,511	963,609
Memberships and Dues	684	14,174	4,170	-	725	7,028	625,076	651,857
Student-Athlete Meals (Non-Travel)	451,277	49 772	13,532	17,141	14,775	39,918	23,872	610,287
Other Operating Expenses and Transfers to Institutions	349,529	77 144	66,828	13,487	25,788	137,117	781,240	1,451,133
Bowl Expenses	547,036	-	-	-	-	-	-	547,036
Bowl Expenses Coaching Comp and Bonus	122 036	-	-	-	-	-	-	122,036
Capital Expenditures	1,066,848	-	3,258	-		14,401	93,645	1,178,152
Total operating expenses	$ 20,233,071	$ 3,531,303	$ 2,846,240	$ 2,519,965	$ 1,117,727	$ 6,562,968	$ 15,555,285	$ 52,366,559
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE BEFORE SPORTS CAMP CARRY FORWARD	$ 4,568,454	$ 1,667,394	$ (1,759,930)	$ (1,483,415)	$ (680,876)	$ (3,345,908)	$ 549,488	$ (484,793)
Sports Camp Carry Forward (see Note 6)	263,626	24,271	13,106	14,823	43 770	167 132	-	526 728
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE AFTER SPORTS CAMP CARRY FORWARD	$ 4,832 080	$ 1 691,665	$ (1,746,824)	$ (1,468,592)	$ (637 106)	$ (3 178 776)	$ 549,488	$ 41 935

IDAHO STATE UNIVERSITY
ATHLETICS DEPARTMENT
SCHEDULE OF REVENUES AND EXPENSES
FOR THE YEAR ENDED JUNE 30, 2020 (UNAUDITED)

		MEN'S BASKETBALL	FOOTBALL	OTHER MEN'S SPORTS	WOMEN'S BASKETBALL	WOMEN'S VOLLEYBALL	OTHER WOMEN'S SPORTS	NON SPECIFIC	FINAL PROGRAM FY20
REVENUE:									
1	Ticket Sales	57,705	190,356	7,333	23,729	4,348	9,923	-	293,395
2	Direct State or Other Government Support	361,677	1,893,953	194,318	323,458	177,617	987,543	1,174,750	5,113,315
3	Student Fees	-	-	-	-	-	-	1,862,334	1,862,334
4	Direct Institutional Support	-	-	-	-	-	-	-	-
5	Less-Transfers to Institution	-	-	-	-	-	-	-	-
6	Indirect Institutional Support	1,186	56,478	7,689	-	-	7,689	78,241	151,284
6A	Indirect Institutional Support - Athletic Facilities Debt Service, Lease and Rental Fees	-	-	-	-	-	-	71,475	71,475
7	Guarantees	420,000	1,025,000	-	62,000	4,600	1,000	-	1,512,600
8	Contributions	-	1,500	1,172	-	590	44,776	149,544	197,583
9	In-Kind	30,110	67,631	9,726	29,811	14,460	38,018	226,747	416,504
10	Compensation and Benefits Provided by a third party	-	-	-	-	-	-	-	-
11	Media Rights	958	17,750	-	-	-	-	23,280	41,988
12	NCAA Distributions	-	-	1,194	-	-	-	378,054	379,249
13	Conference Distributions (Non Media or Bowl)	2,645	240	122	449	(595)	7,330	6,393	16,583
14	Program, Novelty, Parking and Concession Sales	1,071	4,503	13,393	868	571	18,915	7,789	47,110
15	Royalties, Licensing, Advertisement and Sponsorships	-	-	-	-	-	-	424,384	424,384
16	Sports Camp Revenue	9,255	5,910	778	10,010	53,914	12,755	-	92,623
17	Athletics Restricted Endowment and Investments Income	-	-	-	-	-	-	-	-
18	Other Operating Revenue	-	(2,450)	-	-	-	-	52,706	50,256
19	Bowl Revenues	-	-	-	-	-	-	-	-
	Total Operating Revenue	884,608	3,260,870	235,724	450,326	255,504	1,127,950	4,455,697	10,670,684
OPERATING EXPENDITURES:									
20	Athletics Student Aid	226,081	1,116,074	157,523	258,524	189,630	884,658	147,392	2,979,882
21	Guarantees	12,000	60,000	-	6,000	-	1,500	-	79,500
22	Coaching Salaries/Benefits/Bonuses pd by the Univ & Related Entities	384,201	699,734	188,727	348,456	181,522	505,977	32,725	2,341,342
23	Coaching Salaries, Benefits and Bonuses paid by Third Party	-	-	-	-	-	-	-	-
24	Support Staff/Admin Compensation/Benefits/Bonues pd by Univ & Related Entities	13,225	196,035	6,575	13,768	533	33,249	1,432,138	1,695,522
25	Support Staff/Admin Compensation/Benefits/Bonuses paid by Third Party	-	-	-	-	-	-	-	-
26	Severance Payments	-	-	-	-	-	-	-	-
27	Recruiting	23,325	49,113	5,144	22,235	15,771	26,225	21,427	163,240
28	Team Travel	213,626	334,742	54,334	152,124	98,509	206,598	45,238	1,105,172
29	Sports Equipment, Uniforms and Supplies	44,936	396,834	63,222	21,562	25,715	181,937	108,091	842,297
30	Game Expenses	101,989	59,575	4,774	90,698	18,052	34,957	56,642	366,687
31	Fund Raising, Marketing and Promotion	1,143	7,999	-	704	-	544	180,729	191,121
32	Sports Camp Expenses	15,544	7,997	1,142	8,850	50,912	28,519	-	112,967
33	Spirit Groups	-	-	-	-	-	-	-	-
34	Athletic Facilities Debt Service, Leases and Rental Fees	-	-	-	-	-	-	-	-
35	Direct Overhead and Administrative Expenses	17,945	128,505	(1,083)	11,693	8,296	16,710	256,299	438,366
36	Indirect Institutional Support	1,186	56,478	7,689	-	-	7,689	149,716	222,758
37	Medical Expenses and Insurance	-	-	-	465	-	8	420,200	420,673
38	Memberships and Dues	955	40	1,000	-	848	3,470	70,768	77,081
39	Student-Athlete Meals (non-travel)	21,781	67,986	5,662	9,953	5,281	13,128	10,971	134,761
40	Other Operating Expenses	29,264	43,429	9,069	32,604	22,365	32,647	243,109	412,486
41	Bowl Expenses	-	-	-	-	-	-	-	-
	Total Operating Expenses	1,107,203	3,224,540	503,778	977,637	617,435	1,977,816	3,175,444	11,583,856
	Net Increase/Deficit	(222,594)	36,330	(268,054)	(527,311)	(361,931)	(849,866)	1,280,253	(913,171)

University of Idaho
Intercollegiate Athletics
Schedule of Revenues and Expenses
For the Year Ended June 30, 2020 (unaudited)

	Men's Football	Men's Basketball	Men's Other Sports	Women's Volleyball	Women's Basketball	Women's Other Sports	Non-Program Specific	Grand Totals
Operating Revenues								
Ticket Sales	299,309	29,768	-	7,000	9,245	-	-	**345,322**
Student Fees			-			-	1,763,601	**1,763,601**
Direct Institutional Support								
General Education Funds	1,419,357	383,910	243,836	243,595	430,271	493,628	920,068	**4,134,665**
Institutional Support Funds	270,647	72,968	46,515	42,301	67,446	93,987	386,936	**980,800**
Other Institutional Support (Includes OST Waivers)	776,746	211,596	356,722	201,978	172,164	757,440	1,157,475	**3,634,121**
Indirect Institutional Support			-			-	363,393	**363,393**
Indirect Institutional Support - Athl Facil Debt Svc			-			-	871,809	**871,809**
Guarantees	1,875,000	125,000	-		46,000	1,200		**2,047,200**
Contributions	535,659	89,753	130,299	61,778	71,097	321,904	68,281	**1,278,771**
In-Kind	8,400	4,200	-		4,200	-	8,400	**25,200**
Compensation & Benefits Provided by 3rd Party	260,272	53,500	4,000	22,000	23,000	22,000	22,500	**407,272**
Media Rights	17,750	958	-			-	75,000	**93,708**
NCAA Distributions	79,298	17,826	41,429	16,678	19,226	87,751	491,665	**753,873**
Conference Distributions (Non-Media or Bowl)			-			-	23,011	**23,011**
Program, Novelty, Parking & Concessions	32,371	2,651	169	502	1,525	985		**38,202**
Royalties, Licensing, Advertising & Sponsorships	42,000	10,200	-		5,000	-	660,757	**717,957**
Sports Camp Revenues	2,400	3,200	-		95	-		**5,695**
Athletics Restricted Endowment & Investment Income	171,761	22,364	61,274	21,074	41,003	110,966	59,801	**488,242**
Other Operating Revenues	70		5,830	300	4,868	6,260	219,663	**236,991**
Bowl Revenues			-					**-**
Total Operating Revenues	**5,791,041**	**1,027,894**	**890,073**	**617,206**	**895,139**	**1,896,121**	**7,092,361**	**18,209,833**
			-					
Operating Expenditures			-					
Athletic Student Aid	2,364,857	484,601	740,564	432,073	404,794	1,903,394	194,669	**6,524,953**
Guarantees	120,000	13,000	-	11,382		9,000		**153,382**
Coaching Salaries, Benefits & Bonuses	1,411,516	389,310	243,836	248,709	430,133	507,030		**3,230,534**
Coaching Salaries, Benefits & Bonuses - 3rd Party	260,272	53,500	4,000	22,000	23,000	22,000		**384,772**
Support Staff/Admin Comp, Benefits & Bonuses	70,888	2,580	0	817	615	245	3,063,234	**3,138,378**
Support Staff/Admin Comp, Benefits & Bonuses - 3rd Party			-			-	22,500	**22,500**
Recruiting	129,877	44,330	15,215	7,670	38,880	68,088		**304,060**
Team Travel	921,279	248,627	138,231	121,309	279,198	347,240	0	**2,055,885**
Sports Equipment, Uniforms & Supplies	197,539	50,842	52,874	14,715	35,945	116,181	121,209	**589,306**
Game Expenses	294,065	179,649	9,795	63,081	129,821	56,982		**733,393**
Fund Raising, Marketing & Promotion			-			-	299,210	**299,210**
Sports Camp Expenses	70,542	3,200	-		489	-		**74,231**
Spirit Groups			-			-	2,500	**2,500**
Athletic Facilities Debt Service			-			-	871,809	**871,809**
Direct Overhead & Administrative Expenses	918	606	-	936	1,248	1,872	30,403	**35,983**
Indirect Institutional Support			-			-	363,393	**363,393**
Medical Expenses & Insurance			-	12		9	355,308	**355,330**
Memberships & Dues		500	1,825	365	960	5,775	70,601	**80,026**
Student-Athlete Meals (non-travel)	16,763	12,038	2,936	256	2,068	5,376	22,479	**61,915**
Other Operating Expenses	64,494	28,086	35,635	15,947	31,434	34,510	635,043	**845,148**
Bowl Expenses			-			-		**-**
Total Operating Expenses	**5,923,009**	**1,510,871**	**1,244,912**	**939,270**	**1,378,585**	**3,077,702**	**6,052,357**	**20,126,705**
Excess (Deficiency) of Revenues Over (Under) Expenses	**(131,969)**	**(482,977)**	**(402,587)**	**(322,065)**	**(483,446)**	**(1,278,997)**	**1,040,004**	**(1,916,872)**
Other Reporting Items								
Total Athletics Related Debt							44,015,000	**44,015,000**
Total Institutional Debt							183,925,000	**183,925,000**

Lewis-Clark State College Intercollegiate Athletics Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2020 (Unaudited)

	Baseball	Men's Basketball	Men's Golf	Men's Tennis	Men's XC	Men's Track	Women's Volleyball	Women's Basketball	Women's Golf	Women's Tennis	Women's XC	Women's Track	Non-Program Specific	Grand Total
Operating Revenues														
01 Ticket Sales	22,958	10,101					2,755	10,101						**45,915**
02 Student Fees													390,663	**390,663**
03 Direct State/Govt Support	234,452	82,878	29,002	12,652	37,092	36,418	129,893	123,256	31,043	11,980	37,092	37,046	544,873	**1,347,677**
04 Direct Institutional Support (excludes Out of State Waivers)													200,000	**200,000**
05 Direct Institutional Support (Out of State Waivers)	276,755	105,713	40,724	95,757	15,976	8,243	157,442	107,458	65,710	73,311	52,719	84,454	75,713	**1,159,975**
06 Indirect Institutional Support													188,753	**188,753**
07 Guarantees														**0**
08 Contributions													495,200	**495,200**
09 In-Kind	9,250	6,600					8,750	10,250						**34,850**
10 Compensation & Benefits Provided by 3rd Party														**0**
11 Media Rights													5,000	**5,000**
12 NCAA Distributions													275,235	**275,235**
13 Conference Distributions (Non-Media or Bowl)														**0**
14 Program, Novelty, Parking & Concessions														**0**
15 Royalties, Licensing, Advertising & Sponsorships														**0**
16 Sports Camp Revenues	2,700	34,147			1,938		0	2,200			1,938		2,245	**45,168**
17 Athletics Restricted Endowment & Investment Income														**0**
18 Other Operating Revenues														**0**
Total Operating Revenues	**546,115**	**239,439**	**69,726**	**108,409**	**55,006**	**44,661**	**298,840**	**253,265**	**96,753**	**85,291**	**91,749**	**121,500**	**2,177,682**	**4,188,436**
Operating Expenditures														
19 Athletic Student Aid	417,013	196,034	56,895	109,855	28,186	13,386	249,596	206,171	88,080	93,389	73,956	99,204	78,412	**1,710,177**
20 Guarantees	0	6,749	0	0	0	0	150	8,250	0	0	0	0	0	**15,149**
21 Coaching Salaries, Benefits & Bonuses	234,451	111,028	34,557	12,953	37,095	42,437	129,927	128,652	36,599	11,980	37,395	43,065		**860,139**
22 Coaching Salaries, Benefits & Bonuses Paid by 3rd Party														**0**
23 Support Staff/Admin Compensation Benefits & Bonuses	5,467	12,793											360,207	**378,467**
24 Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party														**0**
25 Recruiting	6,509	3,919	618	146	842	4,338	4,435	1,520	336	211	550	4,370	4,982	**32,776**
26 Team Travel	35,019	39,059	10,239	15,188	15,134	8,169	42,188	53,200	10,279	16,085	15,133	8,167		**267,860**
27 Sports Equipment, Uniforms & Supplies	27,715	16,993	10,511	3,073	15,657	12,276	13,083	19,734	11,482	2,640	15,353	11,522	11,463	**171,502**
28 Game Expenses	7,367	14,125	4,316	709	2,261	704	12,981	13,256	4,433	548	2,347	1,821	67,798	**132,666**
29 Fund Raising, Marketing & Promotion														**0**
30 Sports Camp Expenses	2,772	20,083			708		0	5,018			708		1	**29,290**
31 Spirit Groups														**0**
32 Athletic Facilities, Debt Service, Leases & Rental Fees														**0**
33 Direct Overhead & Administrative Expenses														**0**
34 Indirect Institutional Support	9,250	6,600	0	0	0	0	8,750	10,250	0	0	0	0	188,753	**223,603**
35 Medical Expenses & Insurance													14,970	**14,970**
36 Memberships & Dues														**0**
37 Other Operating Expenses	7,189	5,412	535	306	289	400	1,452	1,810	491	927	840	473	268,699	**288,823**
Total Operating Expenditures	**752,752**	**432,795**	**117,671**	**142,230**	**100,172**	**81,710**	**462,562**	**447,861**	**151,700**	**125,780**	**146,282**	**168,622**	**995,285**	**4,125,422**
Excess (Deficiency) of Revenues Over (Under) Expenses	**(206,637)**	**(193,356)**	**(47,945)**	**(33,821)**	**(45,166)**	**(37,049)**	**(163,722)**	**(194,596)**	**(54,947)**	**(40,489)**	**(54,533)**	**(47,122)**	**1,182,397**	**63,013**
Other Reporting Items														
38 Conference Realignment Expenses													0	0
39 Total Athletics Related Debt													0	0
40 Total Institutional Debt													0	0
41 Value of Athletics Dedicated Endowments													574,209	574,209
42 Value of Institutional Endowments													8,786,878	8,786,878

SUBJECT

Intercollegiate Athletics Employee Compensation Report

REFERENCE

April 2019 Board received FY 2018 athletics compensation reports

APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND/ DISCUSSION

The attached reports show actual compensation figures for FY2020 and estimated compensation figures for FY2021. The sources of funding for athletic department positions vary widely. A number of the most highly paid coaching positions are funded entirely from program revenues.

IMPACT

The reports detail the contracted salary received by athletics administrators and coaches, including bonuses, supplemental compensation and perquisites, if applicable.

ATTACHMENTS

Attachment 1 – Boise State University	FY20 Actual
Attachment 2 – Boise State University	FY21 Estimate
Attachment 3 – Idaho State University	FY20 Actual
Attachment 4 – Idaho State University	FY21 Estimate
Attachment 5 – University of Idaho	FY20 Actual
Attachment 6 – University of Idaho	FY21 Estimate
Attachment 7 – Lewis-Clark State College	FY20 Actual
Attachment 8 – Lewis-Clark State College	FY21 Estimate

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated, through Board Policy II.B., personnel management authority to the Chief Executive Officer of each institution, except for those responsibilities specifically retained by the Board. Board policy II.H. authorizes the Chief Executive Officer of an institution to enter into a contract for the services of a coach or athletic director with that institution for a term of up to three (3) years. A contract with a term (whether fixed or rolling) of more than three (3) years, or with a total annual compensation amount of $350,000 or higher, is subject to approval by the Board.

BOARD ACTION

This item is for informational purposes only.

Intercollegiate Athletics Compensation Report
Boise State University
FY2020 Actual Compensation

ATTACHMENT 1

PCN		Depart/Name/Title		Athletic FTE	Base Salary	Compensation Camps/ Clinics	Media	Equip Co & Other	4072011-2012 Academic Perform.	4072013 Contract Bonus Winning Perform.	4072001 Post Season Other	Perks Club Mbership	Perks Car	Perks Other	Multi-Yr Contract	State Approp.	Funding Program Revenue	All Other
		Athletic Administration																
1179		Gregory Patton	Assistant Director Development	1.00	6,157		0	0	0	0	0	No	No	No	No		6,157	-
1454		Jacob Thompson	Director Development Athletics	1.00	48,720		0	500	0	0	0	No	No	No	No		48,720	500
1523	*	Kathryn Chase	NCAA Compliance (Financial Aid)	0.35	18,173		0	0	0	0	0	No	No	No	No	18,173	-	-
1700		Heather Berry	Assistant AD, Personnel	1.00	76,624		0	2,500	0	0	0	No	No	No	No		76,624	2,500
1701		Curt Apsey	Executive Director, Athletics	1.00	354,932		0	2,000	35,000	32,500	35,000	Yes	Yes	No	Yes		457,432	2,000
1702		Robert Carney	Assoc AD, Facilities and Operations	1.00	107,034		0	2,500	2,400	5,250	5,000	No	No	No	No		119,684	2,500
1711		Marc Paul	Assoc. AD/Athletic Trainer	1.00	88,691		0	2,500	0	0	3,000	No	No	No	No		91,691	2,500
1715		Tyler Smith	Assoc Athletic Trainer	1.00	65,052		0	1,000	0	0	1,000	No	No	No	No	65,052	1,000	1,000
1717		Christina Van Tol	Sr. Assoc AD /Internal/SWA	1.00	130,981		0	2,500	8,000	0	5,000	No	Yes	No	No	130,981	13,000	2,500
1724		Messer, Kelsey	Head Cheer/Dance Coach	1.00	40,141		0	500	0	0	0	No	No	No	No		40,141	500
1725		Brandon Voigt	Asst Athletic Trainer	1.00	46,717	437.50	0	500	0	0	0	No	No	No	No	46,717	-	938
1726		Connor Bennett	Assoc. Athletic Trainer	1.00	58,942		0	500	0	0	1,000	No	No	No	No	58,942	1,000	500
1727		Doug Link	Associate Sports Info Director	1.00	48,761		0	500	0	0	0	No	No	No	No		48,761	500
1735		Yetter/Rede	Asst Athletic Trainer	1.00	46,120		0	500	0	0	0	No	No	No	No		46,120	500
1736		Cameron Howard	Asst Director, Marketing & Promotions	1.00	40,901		0	500	0	0	0	No	No	No	No		40,901	500
1739		David (DJ) Giumento	Asst AD, Facility Operations	1.00	58,931		0	1,000	0	0	0	No	No	No	No		58,931	1,000
1740		Walsh, Michael	Assistant Director, Communications	1.00	43,165		0	0	0	0	1,000	No	No	No	No	-	44,165	-
1741		Christopher Nichol	Academic Advisor, Director of Tutor Pro	1.00	47,493		0	500	1,500	0	0	No	No	No	No	44,217	4,776	500
1742		Julie Rising	Manager, Athletic Game Operations	1.00	49,089		0	500	0	0	0	No	No	No	No		49,089	500
1743		Robin Debuhr	Assistant Business Manager	1.00	43,765	600.00	0	500	0	0	0	No	No	No	No	43,765	-	1,100
1749		Shane Nelson	Assistant Athletic Trainer	1.00	38,140			500	0	0	0	No	No	No	No		38,140	500
1751		Jolenne Dimeo	Facility Operations Supervisor	1.00	62,430		0	500	0	0	0	No	No	No	No		62,430	500
1752		Dale Holste	Assoc Dir, Athletic Equipment Operatio	1.00	61,413	6,000.00	0	2,000	0	0	1,000	No	No	No	No		62,413	8,000
1753		Raul Ibarra	Assistant Director, Athletic Equipment C	1.00	46,359		0	500	0	0	0	No	No	No	No		46,359	500
1755		Dominic Shelden	Assistant Director Creative Services	1.00	27,358		0	500	0	0	0	No	No	No	No	-	27,358	500
1757		Dustin Kelley	Asst Director Athletic Equipment Opera	1.00	40,266	4,000.00	0	500	0	0	0	No	No	No	No		40,266	4,500
1758		Matthew Lemanowicz	Associate Director, Sports Performance	1.00	32,809	667.00	0	500	0	0	1,000	No	No	No	No		33,809	1,167
1759		Brenda Robinson	Asst Athletic Director CFO	1.00	86,450		0	2,500	0	0	0	No	No	No	No	86,450	-	2,500
1760		Krista Kim	Asst Athletic Trainer	1.00	40,284		0	500	0	0	0	No	No	No	No		40,284	500
1761		Rayan Hawili/Whitmer	Associate Director, Sports Performance	1.00	47,361		0	1,500	0	0	2,000	No	No	No	No		49,361	1,500
1763		Craig Lawson	Associate Sports Info Director	1.00	48,761		0	500	0	0	0	No	No	No	No	-	48,761	500
1764		Justin LaChapelle	Athletic Technical Support Specialist	1.00	49,457		0	500	0	0	0	No	No	No	No		49,457	500
1766		Tyler Wilson	Asst Director of Compliance	1.00	35,360		0	500	0	0	0	No	No	No	No		35,360	500
1767		Kyle Moeller	Asst Director, Athletic Equipment Opera	1.00	40,245		0	500	0	0	0	No	No	No	No		40,245	500
1768		Pavel/Grady	Coordinator, Video Services	1.00	13,069		0	250	0	0	0	No	No	No	No		13,069	250
1769		Mackenzie Cabot	Ticket Service Coordinator	1.00	40,664		0	500	0	0	0	No	No	No	No		40,664	500
1770		Bryan McMartin	Sr. Director, Development	1.00	48,638		0	500	0	0	0	No	No	No	No		48,638	500
1773		Rowe, Allison	Asst Athletic Trainer	1.00	40,266	1,500.00	0	500	0	0	1,000	No	No	No	No	-	41,266	2,000
1774		Joseph Nickell	Associate Athletic Director, Media Relat	1.00	85,281		0	2,500	0	0	0	No	No	No	No		85,281	2,500
1776		Jeannette Knerr	Business Office Analyst	1.00	42,880		0	500	0	0	0	No	No	No	No		42,880	500
1834		Daniel Saline	Asst Director Multimedia Services	1.00	43,346		0	500	0	0	0	No	No	No	No		43,346	500
1941		Jarred Nelson	Asst Director Sports Performance	1.00	32,220		0	500	0	0	0	No	No	No	No		32,220	500
2403		Stephanie Donaldson	Dir Ath Performance Psychologh	1.00	98,344		0	1,000	0	0	0	No	No	No	No		98,344	1,000
3005	**	Guerricabeitia, Anita	Assistant Athletic Director, Developmen	0.63	50,231		0	1,000	0	0	0	No	No	No	No		50,231	1,000
3023		Cody Smith	Senior Asst Athletic Director, Event Ope	1.00	67,792		0	1,000	0	0	0	No	No	No	No		67,792	1,000
3030		Brad Larrondo	Senior Associate Athletic Director, Exte	1.00	106,369	8,000.00	0	2,500	5,000	7,500	3,000	No	Yes	No	No		121,869	10,500
3064		Shelden/ Little	Coordinator, Video Services	1.00	57,976		0	500	0	0	0	No	No	No	No		57,976	500
3072		Benjamin Price	Director of Development	1.00	48,984		0	500	0	0	0	No	No	No	No		48,984	500
3110		Callen/ Schutte	Academic Advisor	1.00	38,804		0	500	1,500	0	0	No	No	No	No	38,804	1,500	500
3125		Matthew Thomas	Asst AD, Mkting & Promotions	1.00	67,935		0	1,000	0	0	0	No	No	No	No		67,935	1,000
3132		Jennifer Bellomy	Assistant Athletic Director, Compliance	1.00	69,023		0	1,000	0	0	0	No	No	No	No		69,023	1,000
3145		Gabe Rosenvall	Assoc AD, Student Athlete Developmen	1.00	88,320		0	2,500	5,500	0	0	No	No	No	No	88,320	5,500	2,500
3149		Shaela Priaulx-Soho	Asst AD - Tkt Operations	1.00	64,722		0	1,000	0	0	0	No	No	No	No		64,722	1,000
3150		Aaron Juarez	Associate Sports Info Director	1.00	48,761		0	500	0	0	0	No	No	No	No	48,761	-	500
3154		Peter Clark	Director, Marketing & Promotions	1.00	47,536		0	500	0	0	0	No	No	No	No		47,536	500
3167		Sara Swanson	Assistant Athletic Director, Student-Athl	1.00	62,275		0	1,000	1,500	0	0	No	No	No	No		63,775	1,000
3188		Jessica Morse	Assistant Director Donor Relations & ev	1.00	33,784		0	500	0	0	0	No	No	No	No		33,784	500
3194		Nicole Gamez	Associate Athletic Director, Business Af	1.00	86,471		0	1,500	0	0	0	Yes	No	No	No		86,471	1,500
3410		Taryn Schutte/Charters	Director Business Operations	1.00	50,536		0	1,000	0	0	0	No	No	No	No		50,536	1,000
3502		Andy Atkinson	Director, Ath Info & Digital Tech	1.00	76,798		0	1,000	0	0	0	No	No	No	No		76,798	1,000
3529		Faulk/Callen	Asst Director of Compliance	1.00	32,998		0	500	0	0	0	No	No	No	No		32,998	500
3530		Tyler Whitmer/Herman	Director, Sports Performance Coach	1.00	76,915		0	2,500	0	0	0	No	No	No	No		76,915	2,500
3545		Christopher Hansen	Ticket Manager	1.00	46,173		0	500	0	0	0	No	No	No	No		46,173	500
3549		Matt Brewer	Associate Athletic Director, Complinace	1.00	91,441		0	2,500	0	0	3,000	No	No	No	No		94,441	2,500
3563		Eric Kile	Director, Student Athlete Learning Cent	1.00	50,459		0	500	1,500	0	0	No	No	No	No	50,459	1,500	500
3584		Christina Webster	Director, Annual Giving	1.00	45,075		0	500	0	0	0	No	No	No	No		45,075	500
3805		Keita Shimada	Assoc. Athletic Trainer	1.00	59,099		0	1,000	0	0	1,000	No	No	No	No		60,099	1,000
3806		Nicole Denno	Assistant Athletic Trainer	1.00	48,362		0	500	0	0	1,000	No	No	No	No		49,362	500
3950		Barraza, Rene	Asst Manager, Athletic Events and Facil	1.00	41,354		0	500	0	0	0	No	No	No	No		41,354	500
3970		Syringa Larson	Athletic Insurance Coordinator	1.00	41,601		0	500	0	0	0	No	No	No	No		41,601	500
4023		Andrew Bondi	Ticket Service Coordinator	1.00	32,054				0	0	0	No	No	No	No		32,054	-
4925		Katherine Tuller	Human Resources Specialist	1.00	49,395		0	500	0	0	0	No	No	No	No		49,395	500
4903		Matthew Mayer	Business Manager	1.00	53,805	600.00	0	500	0	0	0	No	No	No	No	53,805	-	1,100
4931	**	Mike Keller	Associate AD Development	0.00	-		0	2,500	0	0	0	No	No	No	No		-	2,500
4935		Laine Brown	Assistant Athletic Trainer (Softball)	1.00	37,397		0	500	0	0	0	No	No	No	No		37,397	500
4949		Brett Parichan	Baseball Game Operations	1.00	16,790							No	No	No	No		16,790	-
5432		Pahukoa, Brooke	Student Athlete Development Coordinat	1.00	39,666			500				No	No	No	No		39,666	500
5478		Brandon Fudge	Ticket Sales & Community Outreach Co	1.00	38,278			500				No	No	No	No		38,278	500
		Men's Sports															-	
		Football						Nike	APR	Winning	Bowl/Other							
1704		Bryan Harsin	Head Coach	1.00	1,541,548		0	3,000	70,000	300,000	35,000	No	Yes	No	Yes		1,946,548	3,000
1705		Jalil Brown	Assistant Coach	1.00	142,140	2,000.00	0	2,000	2,500	15,000	5,000	No	Yes	No	No		164,640	4,000
1706		Eric Kiesau	Assistant Coach	1.00	256,495	2,000.00	0	2,000	5,000	15,000	5,000	No	Yes	No	No		281,495	4,000

PCN	Depart/Name/Title		Athletic FTE	Base Salary	Compensation Camps/ Clinics	Media	Equip Co & Other	4072011-2012 Academic Perform.	4072013 Contract Bonus Winning Perform.	4072001 Post Season Other	Perks Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Building Program Revenue	All Other
1707	Bradley Bedell	Assistant Coach	1.00	248,766	2,000.00	0	2,000	5,000	15,000	5,000	No	Yes	No	No		273,766	4,000
1708	Jeff Schmedding	Defensive Coordinator	1.00	268,089	2,000.00	0	2,000	2,500	15,000	5,000	No	Yes	No	No		290,589	4,000
1728	Lazard/ Gale	Assistant Coach, FB Strength & Conditi	1.00	50,953	4,000.00	0	500	0	0	2,000	No	No	No	No		52,953	4,500
1730	Joel Schneider	Director, Football Operations/Ext Relati	1.00	58,444	8,000.00	0	2,000	5,000	2,000	3,000	No	No	No	No		68,444	10,000
1732	Kevin Riley	Dir. FB Video/Technology	1.00	44,039		0	500	0	2,000	3,000	No	No	No	No		49,039	500
1762	Darren Uscher	Director of Recruiting	1.00	74,739	3,000.00	0	1,000	5,000	2,000	3,000	No	No	No	No		84,739	4,000
1772	Brandon Pringle	Assistant Coach, Strength & Conditionir	1.00	55,828	4,000.00	0	500	0	0	2,000	No	No	No	No		57,828	4,500
1775	Taylor Tharp	Director, Program Development	1.00	51,566	13,000.00	0	2,000	5,000	2,000	3,000	No	No	No	No		61,566	15,000
3103	Venable/Hill	Assistant Coach Offensive Coordinator	1.00	228,957	2,000.00	0	2,000	5,000	0	0	No	No	No	No		233,957	4,000
3109	Spencer Danielson	Assistant Coach	1.00	224,915	2,000.00	0	2,000	5,000	15,000	5,000	No	Yes	No	No		249,915	4,000
3134	Miller/ Marks	Assistant Coach	1.00	195,204	2,000.00	0	2,000	5,000	0	0	No	Yes	No	No		200,204	4,000
3153	Jeff Pitman	Head Coach, Strength-Football	1.00	161,196	4,000.00	0	2,000	5,000	15,000	5,000	No	No	No	No		186,196	6,000
3160	Alley, Zach	Assistant Coach	1.00	144,718	2,000.00	0	2,000	0	15,000	5,000	No	Yes	No	No		164,718	4,000
3162	Gabe Franklin	Assistant Coach	1.00	204,363	2,000.00	0	2,000	5,000	15,000	5,000	No	Yes	No	Yes		229,363	4,000
3186	Kent Riddle	Assistant Coach	1.00	235,033	2,000.00	0	2,000	5,000	15,000	5,000	No	Yes	No	Yes		260,033	4,000
4932	Winston Venable	Asst Director Football Performance	1.00	29,768	5,000.00	0	500	0	0	2,000	No	No	No	No		31,768	5,500
	Basketball															-	-
1710	Leon Rice	Head Coach	1.00	697,120		0	10,000	0	17,000	0	Yes	Yes	No	Yes		714,120	10,000
1712	Michael Burns	Assistant Coach, Men's Basketball	1.00	146,896		0	2,500	0	3,000	0	No	Yes	No	No		149,896	2,500
1714	Timothy Duryea	Assistant Coach, Men's Basketball	1.00	83,248		0	2,500	0	2,000	0	No	Yes	No	No		85,248	2,500
1745	David Moats	Director, Men's BB Operations	1.00	54,145	10,764.33	0	2,000	0	1,000	0	No	No	No	No		55,145	12,764
3133	Barsh II, Roy	Assistant Coach, Men's Basketball	1.00	121,500		0	2,500	0	1,000	0	No	Yes	No	Yes		122,500	2,500
	Golf															-	-
3566	Dan Potter	Head Coach	1.00	64,903		0	2,000	0	0	0	Yes	Yes	No	No		64,903	2,000
	Tennis															-	-
3151	Kristian Widen	Head Coach	1.00	63,122	730.00	0	2,000	3,000	0	0	No	Yes	No	Yes		66,122	2,730
3178	Ali Borhani/Tafelski	Assistant Coach	1.00	39,282	874.34	0	500	1,200	0	0	No	No	No	No	39,282	1,200	1,374
	Men/Women's Track & Field															-	-
1400	Benjamin Wetli	Asst Coach track & field & CC	1.00	48,941		0	500	2,400	3,500	5,000	No	No	No	No		59,841	500
1719	Cody Sohn	Asst Coach track & field & CC	1.00	40,880		0	500	2,400	3,500	5,000	No	No	No	No	40,880	10,900	500
1721	Travis Hartke	Assoc Head CC & Asst Track and Field	1.00	60,235		0	1,000	2,400	3,500	5,000	No	No	No	No	60,235	10,900	1,000
2223	Corey Ihmels	Head Coach	1.00	126,963		0	4,000	6,600	9,200	9,250	No	No	No	Yes		152,013	4,000
3177	Gavin O'Neal	Assistant Coach, Track & Field	1.00	50,946		0	500	1,100	500	500	No	No	No	No	50,946	2,100	500
4041	Green, Andrew	Assistant Coach, Track & Field	1.00	26,348			500	0	0	0	No	No	No	No		26,348	500
	Baseball															-	-
3105	van Kampen/Hilton Davis	Assistant Coach	1.00	48,961		0	500	0	0	0	No	No	No	No		48,961	500
3107	Brock Huntzinger	Assistant Coach	1.00	55,213		0	500	0	0	0	No	No	No	No		55,213	500
3191	Gary Van Tol	Head Coach	1.00	81,985		0	2,000	0	0	0	Yes	Yes	No	Yes		81,985	2,000
																-	-
	Women's Sports															-	-
	Basketball															-	-
1720	Heather Sower	Assistant Coach	1.00	97,389	1,500.00	0	1,000	5,000	12,000	0	No	No	No	No	92,389	22,000	2,500
1744	Julia Fishman	Dir, Women's BB Operations	1.00	50,955	1,000.00	0	0	2,500	6,000	0	No	No	No	No	45,955	13,500	1,000
2226	Gordon Presnell	Head Coach	1.00	286,557	1,000.00	0	7,500	18,000	55,000	5,000	No	No	No	Yes		364,557	8,500
3129	Cody Butler	Assistant Coach	1.00	100,852	1,000.00	0	1,000	5,000	12,000	0	No	No	No	No	100,852	17,000	2,000
3181	Cariann Ramirez	Assistant Coach	1.00	87,158	2,800.00	0	1,000	5,000	12,000	0	No	No	No	No	82,158	22,000	3,800
	Soccer															-	-
1722	James Thomas	Head Coach	1.00	94,347	18,850.00	0	2,000	3,000	5,500	0	No	No	No	Yes	94,347	8,500	20,850
1723	Ruiz/Moore	Assistant Coach	1.00	42,340	20,950.00	0	500	1,500	750	0	No	No	No	No	42,340	2,250	21,450
1748	Weber	Assistant Coach	1.00	38,401	24,200.00	0	500	1,500	750	0	No	No	No	No		40,651	24,700
	Volleyball															-	-
1716	Shawn Garus	Head Coach Volleyball	1.00	128,000	11,337.48	0	3,500	5,000	1,500	0	Yes	Yes	No	Yes		134,500	14,837
1817	Allison Buck	Head Coach Beach Volleyball	1.00	42,905	1,945.53		1,000	2,000	1,000	0	No	No	No	No		45,905	2,946
3130	Candy Murphy	Head Coach Volleyball	1.00	71,069	8,337.47	0	500	1,200	750	0	No	No	No	No	71,069	1,950	8,837
3176	Hayley Peterson	Head Coach Volleyball	1.00	41,024	2,950.00	0	500	1,200	1,000	0	No	No	No	No	41,024	2,200	3,450
4040	Alex Venardos	Assistant Coach Beach Volleyball	1.00	17,852	-			0	0	0	No	No	No	No	-	17,852	-
	Gymnastics															-	-
1718	Neil Resnick	Co-Head Coach	1.00	33,158	-	0	2,000	0	4,000	0	No	No	No	Retired	33,158	4,000	2,000
3164	Patti Murphy	Assistant Coach Gymnastics	1.00	41,317	2,000.00	0	500	1,200	2,000	0	No	No	No	No	41,317	3,200	2,500
3174	Tina Bird	Head Coach	1.00	89,115	8,700.00	0	2,000	2,000	4,000	0	No	Yes	No	Yes	32,657	62,458	10,700
4047	Ivan Alexcov	Assistant Coach Gymnastics	1.00	37,502			0	0	0	0	No	No	No	No		37,502	-
	Tennis															-	-
3163	Sherman Roghaar	Head Coach Womens Director	1.00	87,190	730.00	0	2,000	3,000	0	0	No	Yes	No	Yes	85,850	4,339	2,730
3179	Maria Lopez	Assistant Coach	1.00	48,448	1,888.00	0	500	0	0	0	No	No	No	No	-	48,448	2,388
	Golf															-	-
3127	Nicole Bird	Head Coach	1.00	48,866		0	2,000	3,000	0	0	Yes	Yes	No	No	48,866	3,000	2,000
	Softball															-	-
1737	Maggie Huffaker	Head Coach	1.00	80,517	-	0	1,000	0	5,000	2,000	No	No	No	Yes	80,517	7,000	1,000
1738	Andrew Rich	Assistant Coach	1.00	39,679	-	0	1,000	0	0	1,500	No	No	No	No	39,679	1,500	1,000
1747	Matison Snow	Assistant Coach	1.00	39,679	-	0	1,000	0	0	1,500	No	No	No	No	39,679	1,500	1,000
	Swimming															-	-
1731	Christine Mabile	Head Coach	1.00	84,708	1,000.00	0	2,000	3,000	0	1,000	No	No	No	No	84,708	4,000	3,000
1733	Lieberman, Jordan	Assistant Coach	1.00	43,974	1,070.00	0	500	1,500	0	1,000	No	No	No	No	41,382	5,093	1,570
1746	Brandon Blaisdell	Diving Coach	1.00	48,278	1,443.00	0	500	1,500	0	1,000	No	No	No	No	48,278	2,500	1,943
	Grand Totals		**137.98**	**12,237,695.33**	**207,874.65**	**-**	**169,250**	**277,100**	**655,700**	**199,750**					**2,112,014**	**11,258,231**	**377,125**

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.
** Mike Keller is 100% paid from University Advancement in FY20 and Anit Guerricabeitia is 37% paid from advancement

Intercollegiate Athletics Compensation Report
Boise State University
FY21 Est Compensation

ATTACHMENT 2

Furlough mandatory May thru July Fy20 & Fy21

PCN		Depart/Name/Title		Athletic FTE	Base Salary	Compensation Camps/ Clinics	Compensation Other	Equip Co	4072011-2012 Academic Perform.	4072013 Contract Bonus Winning Perform.	4072001 Post Season Other	Perks Club Mbership	Perks Car	Perks Other	Multi-Yr Contract	State Approp.	Funding Program Revenue	All Other	Base Salary Annualized Change
		Athletic Administration																	
1454		Jacob Thompson	Director Development Athletics	1.00	45,734		0	500	0	0	0	No	No	No	No		45,734	500	-6%
1523	*	Kathryn Chase	NCAA Compliance (Financial Aid)	0.65	33,999		0	0	0	0	0	No	No	No	No	33,999	-	-	1%
1700		Heather Berry	Assistant AD, Personnel	1.00	69,642		500	2,500	0	0	0	No	No	No	No		70,142	2,500	-9%
1701		Dickey/Carney/ Apsey	Executive Director, Athletics	1.00	414,776		0	2,000	27,500	0	0	Yes	Yes	No	Yes		442,276	2,000	17%
1702		Robert Carney	Assoc AD, Facilities and Operations	1.00	55,839		0	2,500	4,000	0	0	No	No	No	No		59,839	2,500	-48%
1711		Marc Paul	Assoc. AD/Athletic Trainer	1.00	90,522		0	2,500	0	0	4,500	No	No	No	No		95,022	2,500	2%
1715		Tyler Smith	Assoc Athletic Trainer	1.00	68,494		150	1,000	0	0	1,000	No	No	No	No	68,494	1,150	1,000	5%
1717		Christina Van Tol	Sr. Assoc AD /Internal/SWA	1.00	118,019		0	2,500	8,000	0	5,000	No	Yes	No	No	118,019	13,000	2,500	-10%
1724		Messer, Kelsey	Head Cheer/Dance Coach	1.00	38,397		0	500	0	0	0	No	No	No	No		38,397	500	-4%
1725		Brandon Voigt	Asst Athletic Trainer	1.00	50,003		150	500	0	0	1,000	No	No	No	No	50,003	1,150	500	7%
1726		Paul Smith	Assoc. Athletic Trainer Football	1.00	76,940		0	1,000	0	0	0	No	No	No	No		76,940	1,000	31%
1727		Doug Link	Associate Sports Info Director	1.00	43,866		300	500	0	0	0	No	No	No	No		44,166	500	-10%
1735		Yetter/ temp pcn 5546	Asst Athletic Trainer	1.00	40,851		0	500	0	0	0	No	No	No	No		40,851	500	-11%
1736		Cameron Howard	Asst Director, Marketing & Promotions	1.00	31,984		0	500	0	0	0	No	No	No	No		31,984	500	-22%
1739		David (DJ) Giumento	Asst AD, Facility Operations	1.00	55,315		1,200	1,000	0	0	0	No	No	No	No		56,515	1,000	-6%
1740		Walsh, Michael	Assistant Director, Communications	1.00	54,850		0	1,000	0	0	0	No	No	No	No	-	54,850	1,000	27%
1741		Christopher Nichol	Academic Advisor, Director of Tutor Pro	1.00	43,868		0	500	1,500	0	0	No	No	No	No	40,842	4,526	500	-8%
1742		Julie Rising	Manager, Athletic Game Operations	1.00	46,080		300	500	0	0	0	No	No	No	No		46,380	500	-6%
1743		Robin Debuhr	Assistant Business Manager	1.00	34,224		0	500	0	0	0	No	No	No	No	34,224	-	500	-22%
1749		Shane Nelson	Assistant Athletic Trainer	1.00	40,806		0	0	0	0	0	No	No	No	No		40,806	-	7%
1751		Jolenne Dimeo	Facility Operations Supervisor	1.00	56,734		0	500	0	0	0	No	No	No	No		56,734	500	-9%
1752		Dale Holste	Assoc Dir, Athletic Equipment Operatior	1.00	57,638		0	2,000	0	0	0	No	No	No	No		57,638	2,000	-6%
1753		Raul Ibarra	Assistant Director, Athletic Equipment C	1.00	42,821		0	500	0	0	0	No	No	No	No		42,821	500	-8%
1755		Dominic Shelden	Assistant Director Creative Services	1.00	-		0	500	0	0	0	No	No	No	No	-	-	500	-100%
1757		Dustin Kelley	Asst Director Athletic Equipment Operat	1.00	37,805		0	500	0	0	0	No	No	No	No		37,805	500	-6%
1758		Matthew Lemanowicz	Associate Director, Sports Performance	1.00	-		0	500	0	0	0	No	No	No	No		-	500	-100%
1759		Brenda Robinson	Asst Athletic Director CFO	1.00	78,535		0	2,500	0	0	0	No	No	No	No	78,535	-	2,500	-9%
1760		Krista Kim	Asst Athletic Trainer	1.00	40,914		0	500	0	0	1,000	No	No	No	No		41,914	500	2%
1761		Rayan Hawili	Associate Director, Sports Performance	1.00	40,019		0	500	0	0	0	No	No	No	No		40,019	500	-16%
1763		Craig Lawson	Associate Sports Info Director	1.00	43,866		0	0	0	0	0	No	No	No	No	-	43,866	-	-10%
1764		Justin LaChapelle	Athletic Technical Support Specialist	1.00	38,688		0	500	0	0	0	No	No	No	No		38,688	500	-22%
1766		Bobbie Sumpter	Asst Director of Compliance	1.00	13,858		0	500	0	0	0	No	No	No	No		13,858	500	-61%
1767		Kyle Moeller	Asst Director, Athletic Equipment Opera	1.00	37,786		0	500	0	0	0	No	No	No	No		37,786	500	-6%
1768		Vacant/Ryan Pavel	Coordinator, Video Services	1.00	23,725		2,800	500	0	0	0	No	No	No	No		26,525	500	82%
1769		Mackenzie Cabot	Ticket Service Coordinator	1.00	33,761		0	500	0	0	0	No	No	No	No		33,761	500	-17%
1770		Bryan McMartin	Sr. Director, Development	1.00	23,590		0	500	0	0	0	No	No	No	No		23,590	500	-51%
1773		Rowe, Allison	Asst Athletic Trainer	1.00	40,955		0	500	0	0	1,000	No	No	No	No	-	41,955	500	2%
1774		Joseph Nickell	Associate Athletic Director, Media Relati	1.00	80,950		0	2,500	0	0	0	No	No	No	No		80,950	2,500	-5%
1776		Jeannette Knerr	Business Office Analyst	1.00	34,224		0	500	0	0	0	No	No	No	No		34,224	500	-20%
1834		Daniel Saline	Asst Director Multimedia Services	1.00	39,664		0	500	0	0	0	No	No	No	No		39,664	500	-8%
1941		Jarred Nelson	Asst Director Sports Performance	1.00	33,509		0	500	0	0	1,000	No	No	No	No		34,509	500	4%
2403		Stephanie Donaldson	Dir Ath Performance Psychologh	1.00	90,808		0	1,000	0	0	0	No	No	No	No		90,808	1,000	-8%
3005	**	Guerricabeitia, Anita	Assistant Athletic Director, Developmen	0.49	35,107		0	1,000	0	0	0	No	No	No	No		35,107	1,000	-10%
3023		Cody Smith	Senior Asst Athletic Director, Event Ope	1.00	63,629		750	1,000	0	0	0	No	No	No	No		64,379	1,000	-6%
3064		Dominic Shelden	Coordinator, Video Services	1.00	47,527		3,800	1,000	0	0	0	No	No	No	No		51,327	1,000	-18%
3072		Benjamin Price	Director of Development	1.00	44,500		0	0	0	0	0	No	No	No	No		44,500	-	-9%
3110		Justine Callen	Academic Advisor	1.00	38,861		0	500	750	0	0	No	No	No	No	38,861	750	500	0%
3125		Matthew Thomas	Asst AD, Mkting & Promotions	1.00	61,106		500	1,000	0	0	0	No	No	No	No		61,606	1,000	-10%
3132		Jennifer Bellomy	Assistant Athletic Director, Compliance	1.00	63,746		0	1,000	0	0	0	No	No	No	No		63,746	1,000	-8%
3145		Gabe Rosenvall	Assoc AD, Student Athlete Developmen	1.00	83,586		0	2,500	5,500	0	0	No	No	No	No	83,586	5,500	2,500	-5%
3149		Shaela Priaulx-Soho	Asst AD - Tkt Operations	1.00	60,749		0	1,000	0	0	0	No	No	No	No		60,749	1,000	-6%
3150		Vacant/Aaron Juarez	Associate Sports Info Director	1.00	27,845		0	500	0	0	0	No	No	No	No	27,845	-	500	-43%
3154		Peter Clark	Director, Marketing & Promotions	1.00	42,762		300	500	0	0	0	No	No	No	No		43,062	500	-10%
3167		Sara Swanson	Assistant Athletic Director, Student-Athle	1.00	58,464		0	1,000	1,500	0	0	No	No	No	No		59,964	1,000	-6%
3188		Jessica Morse	Assistant Director Donor Relations & ev	1.00	32,944		0	500	0	0	0	No	No	No	No		32,944	500	-2%
3194		Nicole Gamez	Associate Athletic Director, Business Af	1.00	81,208		0	500	0	0	0	No	No	No	No		81,208	500	-6%
3410		Taryn Schutte	Director Business Operations	1.00	40,339		0	500	750	0	0	No	No	No	No		41,089	500	-20%
3502		Andy Atkinson	Director, Ath Info & Digital Tech	1.00	69,485		0	1,000	0	0	0	No	No	No	No		69,485	1,000	-10%
3529		Jodie Faulk	Asst Director of Compliance	1.00	30,838		0	500	0	0	0	No	No	No	No		30,838	500	-7%
3530		Tyler Whitmer	Director, Sports Performance Coach	1.00	70,637		0	1,500	0	0	1,000	No	No	No	No		71,637	1,500	-8%
3545		Christopher Hansen	Ticket Manager	1.00	42,650		0	500	0	0	0	No	No	No	No		42,650	500	-8%
3549		Matt Brewer	Associate Athletic Director, Complinace	1.00	86,416		0	2,500	1,000	0	0	No	No	No	No		87,416	2,500	-5%
3563		Eric Kile	Director, Student Athlete Learning Cente	1.00	47,366		0	500	1,500	0	0	No	No	No	No	47,366	1,500	500	-6%
3584		Vacant/Christina Webster	Director, Annual Giving	1.00	9,060		0	500	0	0	0	No	No	No	No		9,060	500	-80%
3805		Keita Shimada	Assoc. Athletic Trainer	1.00	60,861		0	1,000	0	0	0	No	No	No	No		60,861	1,000	3%
3806		Nicole Denno	Assistant Athletic Trainer	1.00	45,115		0	500	0	0	0	No	No	No	No		45,115	500	-7%
3950		Barraza, Rene	Asst Manager, Athletic Events and Facil	1.00	42,058		0	500	0	0	0	No	No	No	No		42,058	500	2%
3970		Syringa Larson	Athletic Insurance Coordinator	1.00	48,069		0	500	0	0	0	No	No	No	No		48,069	500	16%
4023		Andrew Bondi	Ticket Service Coordinator	1.00	31,379		0	500	0	0	0	No	No	No	No		31,379	500	-2%
4119		Apsey, Curt	Advancement	1.00	197,555		0	0	0	0	0	No	No	No	No		197,555	-	New
4130		Haumann, Kathy	BAA Management Asst	1.00	53,137		0	500	0	0	0	No	No	No	No		53,137	500	New
4903		Matthew Mayer	Business Manager	1.00	50,515		200	500	0	0	0	No	No	No	No	50,515	200	500	-6%
4925		Katherine Tuller	Human Resources Specialist	1.00	38,640		0	500	0	0	0	No	No	No	No		38,640	500	-22%
4931	**	Mike Keller	Associate AD Development	0.00	-		0	2,500	0	0	0	No	No	No	No		-	2,500	#DIV/0!
4935		Laine Brown	Assistant Athletic Trainer (Softball)	1.00	40,806		0	500	0	0	0	No	No	No	No		40,806	500	9%
4949		Vacant/Parichan	Baseball Game Operations	0.25	9,292		0	500	0	0	0	No	No	No	No		9,292	500	121%
5432		Pahukoa, Brooke	Student Athlete Development Coordinat	1.00	37,663		0	500	0	0	0	No	No	No	No		37,663	500	-5%
5478		Vacant/Brandon Fudge	Ticket Sales & Community Outreach Co	0.25	3,361		0	500	0	0	0	No	No	No	No		3,361	500	-65%
5563		Crochet, Clesie	Assistant to the Head FB Coach	1.00	23,664		0	0	0	0	0	No	No	No	No		23,664	-	New
		Men's Sports Football															-		
1704		Avalos, Andy/Harsin	Head Coach	1.00	1,591,831		0	3,000	45,000	0	0	No	Yes	No	Yes		1,636,831	3,000	3%
1705		Collins, Stacy/Brown 5392	Assistant Coach	1.00	198,839		0	2,000	5,000	5,000	0	No	Yes	No	No		208,839	2,000	40%
1706		Plough, Timothy/Kiesau 5301	Assistant Coach	1.00	310,124		0	2,000	5,000	5,000	0	No	Yes	No	No		320,124	2,000	21%

Furlough mandatory May thru July Fy20 & Fy21

ATTACHMENT 2

PCN	Depart/Name/Title		Athletic FTE	Base Salary	Compensation Camps/ Clinics	Other	Equip Co	4072011-2012 Academic Perform.	4072013 Contract Bonus Winning Perform.	4072001 Post Season Other	Perks Club Mbership	Perks Car	Perks Other	Multi-Yr Contract	State Approp.	Athletic Program Revenue	All Other	Base Salary Annualized Change
1707	Maile, Frank/Bedell	Assistant Coach	1.00	278,831		0	2,000	5,000	0	0	No	Yes	No	No		283,831	2,000	12%
1708	Danielson,Spencer/Schmedd	Defensive Coordinator	1.00	326,784		16,000	2,000	5,000	0	0	No	Yes	No	No		347,784	2,000	22%
1728	Pietrzyk, Brandon/Lazard	Assistant Coach, FB Strength & Conditic	1.00	49,174		0	500	0	0	0	No	No	No	No		49,174	500	-3%
1730	Schneider,Michael Joel	Director, Football Operations/Ext Relatic	1.00	60,270		1,000	2,000	5,000	2,000	0	No	No	No	No		68,270	2,000	3%
1732	Richardson, Kasey 5568	Dir. FB Video/Technology	1.00	28,574		1,250	500	0	0	0	No	No	No	No		29,824	500	-35%
1762	Mandel, Eli/Uscher	Director of Recruiting Football	1.00	71,391		0	1,000	5,000	0	0	No	No	No	No		76,391	1,000	-4%
1772	White, Lucas/Pringle	Assistant Coach, Strength & Conditionin	1.00	68,058		0	500	0	0	0	No	No	No	No		68,058	500	22%
3030	Winters, Da'Vell/Larrondo	Senior Associate Athletic Director, Exter	1.00	105,979		0	2,500	5,000	0	0	No	Yes	No	No		110,979	2,500	0%
3103	Venable, Winston	Assistant Coach Offensive Coordinator	1.00	115,006		0	2,000	2,500	5,000	0	No	No	No	No		122,506	2,000	-50%
3109	Johnson, Jeron/Danielson	Assistant Coach	1.00	195,372		4,000	2,000	5,000	5,000	0	No	Yes	No	No		209,372	2,000	-13%
3134	Miller, Matthew	Assistant Coach	1.00	161,585		0	2,000	2,500	5,000	0	No	Yes	No	No		169,085	2,000	-17%
3153	Kagy, Reid/Pitman	Head Coach, Strength-Football	1.00	182,967		0	2,000	5,000	0	0	No	No	No	No		187,967	2,000	14%
3160	Ioane, Kane/ Alley 5313	Assistant Coach	1.00	188,499		0	2,000	5,000	0	0	No	Yes	No	No		193,499	2,000	30%
3162	Keane, Timothy/ Franklin 539	Assistant Coach	1.00	221,358		0	2,000	5,000	5,000	0	No	Yes	No	Yes		231,358	2,000	8%
3186	Riddle, Kent	Assistant Coach	1.00	233,831		0	2,000	5,000	5,000	0	No	Yes	No	Yes		243,831	2,000	-1%
4147	Harris, Kiyoshi	Coordinator of Recruiting relations	1.00	18,269		0	250				No	No	No	No		18,269	250	New
5464	Crosby, Brandon	Offensive Coaching Assistant	1.00	30,014		0	250									30,014	250	
5549	Marshall,Kharyee/McDonald	Defensive Coaching Assistant	1.00	36,385		0	250				No	No	No	No		36,385	250	New
	Basketball																	
1710	Leon Rice	Head Coach	1.00	645,539		0	10,000	20,000	8,000	0	No	Yes	No	Yes		673,539	10,000	-7%
1712	Michael Burns	Assistant Coach, Men's Basketball	1.00	142,259		0	2,500	5,000	2,000	0	No	Yes	No	No		149,259	2,500	-3%
1714	Timothy Duryea	Assistant Coach, Men's Basketball	1.00	109,498		0	2,500	5,000	2,000	0	No	Yes	No	No		116,498	2,500	32%
1745	David Moats	Director, Men's BB Operations	1.00	46,624		0	2,000	2,500	1,000	0	No	No	No	No		50,124	2,000	-14%
3133	Barsh II, Roy	Assistant Coach, Men's Basketball	1.00	120,238		0	2,500	5,000	2,000	0	No	Yes	No	Yes		127,238	2,500	-1%
	Golf																	
3566	Dan Potter	Head Coach	1.00	62,387		0	2,000	3,000	4,500	0	No	Yes	No	No		69,887	2,000	-4%
	Tennis																	
3151	Kristian Widen	Head Coach	1.00	58,525		0	2,000	3,000	0	0	No	Yes	No	Yes		61,525	2,000	-7%
3178	Ali Borhani	Assistant Coach	1.00	39,333		0	500	1,200	0	0	No	No	No	No	39,333	1,200	500	0%
	Men/Women's Track & Field																	
1400	Benjamin Wetli	Asst Coach track & field & CC	1.00	45,946		0	500	2,400	750	500	No	No	No	No		49,596	500	-6%
1719	Cody Sohn	Asst Coach track & field & CC	1.00	38,381		0	500	2,400	750	500	No	No	No	No	38,381	3,650	500	-6%
1721	Travis Hartke	Assoc Head CC & Asst Track and Field	1.00	56,544		0	1,000	2,400	750	500	No	No	No	No	56,544	3,650	1,000	-6%
2223	Corey Ihmels	Head Coach	1.00	123,314		0	4,000	6,000	0	0	No	No	No	Yes		129,314	4,000	-3%
3177	Gavin O'Neal	Assistant Coach, Track & Field	1.00	47,827		0	500	1,200	0	0	No	No	No	No	47,827	1,200	500	-6%
4041	Green, Andrew	Assistant Coach, Track & Field	1.00	32,011		0	500	1,200	0	0	No	No	No	No		33,211	500	21%
	Baseball																	
3105	Michiel van Kampen	Assistant Coach	0.25	20,289		0	500	0	0	0	No	No	No	No		20,289	500	66%
3107	Brock Huntzinger	Assistant Coach	0.25	9,065		0	500	0	0	0	No	No	No	No		9,065	500	-34%
3191	Gary Van Tol	Head Coach	1.00	77,568		0	2,000	3,000	0	0	No	Yes	No	Yes		80,568	2,000	-5%
	Women's Sports																	
	Basketball																	
1720	Heather Sower	Assistant Coach	1.00	87,422		0	1,000	5,000	7,000	0	No	No	No	No	87,422	12,000	1,000	-10%
1744	Julia Fishman	Dir, Women's BB Operations	1.00	44,017		0	500	2,500	3,500	0	No	No	No	No	44,017	6,000	500	-14%
2226	Gordon Presnell	Head Coach	1.00	267,142		0	7,500	18,000	21,000	0	No	No	No	Yes		306,142	7,500	-7%
3129	Nia Jackson	Assistant Coach	1.00	83,794		0	1,000	0	0	0	No	No	No	No	83,794	-	1,000	-17%
3181	Cariann Ramirez	Assistant Coach	1.00	87,020		0	1,000	5,000	7,000	0	No	No	No	No	87,020	12,000	1,000	0%
	Soccer															-	-	
1722	James Thomas	Head Coach	1.00	93,066		0	2,000	0	4,500	1,000	No	No	No	Yes	93,066	5,500	2,000	-1%
1723	Elizabeth Ruiz	Assistant Coach	1.00	35,006		0	500	0	0	0	No	No	No	No	35,006	-	500	-17%
1748	Max Weber	Assistant Coach	1.00	44,966		0	500	0	2,250	0	No	No	No	No		47,216	500	17%
	Volleyball															-	-	
1716	Shawn Garus	Head Coach Volleyball	1.00	117,100		0	3,500	5,000	0	0	No	Yes	No	Yes		122,100	3,500	-9%
1817	Allison Buck Voigt	Head Coach Beach Volleyball	1.00	41,100		0	1,000	2,000	0	0	No	No	No	No		43,100	1,000	-4%
3130	Candy Murphy	Head Coach Volleyball	1.00	65,891		0	500	1,200	0	0	No	No	No	No	65,891	1,200	500	-7%
3176	Hayley Peterson	Head Coach Volleyball	1.00	42,461		0	500	1,200	0	0	No	No	No	No	42,461	1,200	500	4%
4040	Alex Venardos	Assistant Coach Beach Volleyball	1.00	32,011		0	500	2,000	0	0	No	No	No	No	-	34,011	500	79%
	Gymnastics															-	-	
3164	Patti Murphy	Assistant Coach Gymnastics	1.00	38,570		0	500	1,200	0	0	No	No	No	No	38,570	1,200	500	-7%
3174	Tina Bird	Head Coach	1.00	82,857		0	2,000	2,000	0	0	No	Yes	No	Yes	82,857	2,000	2,000	-7%
4047	Ivan Alexcov	Assistant Coach Gymnastics	1.00	67,815		0	500	1,200	0	0	No	No	No	No		69,015	500	81%
	Tennis															-	-	
3163	Sherman Roghaar	Head Coach Womens Director	1.00	79,230		0	2,000	7,000	0	0	No	Yes	No	Yes	79,230	7,000	2,000	-9%
3179	Maria Lopez	Assistant Coach	1.00	44,028		0	500	1,200	0	0	No	No	No	No	-	45,228	500	-9%
	Golf															-	-	
3127	Nicole Bird	Head Coach	1.00	46,767		0	2,000	3,000	0	0	No	Yes	No	No	46,767	3,000	2,000	-4%
	Softball															-	-	
1737	Maggie Huffaker	Head Coach	1.00	76,177		0	1,000	3,000	0	0	No	No	No	Yes	76,177	3,000	1,000	-5%
1738	Andrew Rich	Assistant Coach	1.00	37,248		5,000	1,000	1,200	0	0	No	No	No	No	37,248	6,200	1,000	-6%
1747	Matison Snow	Assistant Coach	1.00	37,248		0	1,000	1,200	0	0	No	No	No	No	37,248	1,200	1,000	-6%
	Swimming															-	-	
1731	Vacant/ Mabile	Head Coach	0.25	35,655		0	2,000	0	0	0	No	No	No	No	35,655	-	2,000	68%
1733	Vacant/Lieberman	Assistant Coach	0.25	12,019		0	500	0	0	0	No	No	No	No	12,019	-	500	9%
1746	Vacant/ Blaisdell	Diving Coach	0.25	19,699		0	500	0	0	0	No	No	No	No	19,699	-	500	63%
	Grand Totals		**134.89**	**11,931,795.41**	**-**	**38,200**	**165,750**	**288,200**	**104,000**	**18,000**					**1,858,522**	**10,521,673**	**165,750**	

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

** Mike Keller is 100% paid from University Advancement in FY20 and Anit Guerricabeitia is 37% paid from advancement

ATTACHMENT 2

	Athletic FTE	Base Salary	Compensation Camps/ Clinics	Other	Equip Co	4072011-2012 Academic Perform.	4072013 Contract Bonus Winning Perform.	4072001 Post Season Other	Perks Club Mbership	Car	Other	Multi-Yr Contract	Funding State Approp.	Program Revenue	All Other
FY21 Est compared to 20 Act															
FY20 Actual	**137.98**	**12,237,695**	**207,875**	**-**	**169,250**	**277,100**	**655,700**	**199,750**					**2,112,014**	**11,258,231**	**377,125**
FY21 Est compared to 20 Act	(3.09)	(305,900)	(207,875)	38,200	(3,500)	11,100	(551,700)	(181,750)					(253,492)	(736,558)	(211,375)
FY21 Est compared to 20 Act by Department															
Non Sport Specific	-0.34	(223,970)	(21,805)	10,950	(3,750)	(9,900)	(45,250)	(48,500)					(102,156)	(214,514)	(25,555)
Mens Football	2.00	256,379	(61,000)	22,250	750	(20,000)	(406,000)	(98,000)					-	(245,371)	(60,250)
Mens Basketball	0.00	(38,751)	(10,764)	-	-	37,500	(9,000)	-					-	(10,251)	(10,764)
Mens Golf	0.00	(2,516)	-	-	-	3,000	4,500	-					-	4,984	-
Mens Tennis	0.00	(4,546)	(1,604)	-	-	-	-	-					51	(4,597)	(1,604)
Track & Field	0.00	(10,289)	-	-	-	700	(17,950)	(23,250)					(9,309)	(41,480)	-
Mens Baseball	-1.50	(79,237)	-	-	-	3,000	-	-					-	(76,237)	-
Womens Basketball	0.00	(53,516)	(7,300)	-	500	(5,000)	(58,500)	(5,000)					(19,101)	(102,915)	(6,800)
Womens Soccer	0.00	(2,050)	(64,000)	-	-	(6,000)	(250)	1,000					(8,615)	1,316	(64,000)
Womens Volleyball	0.00	(2,286)	(24,570)	-	500	2,000	(4,250)	-					(3,740)	(796)	(24,070)
Womens Gymnastics	-1.00	(11,850)	(10,700)	-	(1,500)	1,200	(10,000)	-					14,295	(34,945)	(12,200)
Womens Tennis	0.00	(12,380)	(2,618)	-	-	5,200	-	-					(6,621)	(559)	(2,618)
Womens Golf	0.00	(2,099)	-	-	-	-	-	-					(2,099)	-	-
Womens Softball	0.00	(9,203)	-	5,000	-	5,400	(5,000)	(5,000)					(9,203)	400	-
Womens Swimming	-2.25	(109,588)	(3,513)	-	-	(6,000)	-	(3,000)					(106,995)	(11,593)	(3,513)

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2020 Actual Compensation

					Athletic	Compensation				Contract Bonuses				Perks				Funding		
	Depart/Name/Title				FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other		Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration:																				
x	Pauline Thiros			Athletic Director	1.00	175,011								Yes	Yes		Yes	175,011		
x	Laureen Orozco	B		Dir Academic Services/FB	0.73	37,042														
x	Phillip Pleasant	A		Dir Academic Services/FB	0.30	15,323											No	15,323		
x	Veronica O'Brien			Assoc Athl Dir/Compliance	0.42	37,595														
x	Nancy Graziano			Assoc Athl Dir/Compliance	0.66	56,372							56,372				No	56,372		
x	Haley Harrison			Asst Director for Media Relations	0.98	38,474							38,474				No	38,474		
x	Steven Schaack			Asst AD for Media Relations	1.00	62,994											No	62,994		
x	Brandon Payne			Athletic Sport Trainer	1.00	44,270											No	44,270		
x	Dustin Enslinger			Head Athletic Trainer	1.00	61,047											No	61,047		
x	Nicolas Anderson	B		Asst. Athletic Trainer	0.27	10,635											No		10,635	
x	Hailie Cowdell	B		Asst. Athletic Trainer	0.27	10,830											No			
x	Danielle Burningham	A		Asst Sport Trainer	0.35	13,959							13,959				No	13,959		
x	Elizabeth Reinstein			Athletic Sport Trainer	1.00	40,570											No	40,570		
x	Daniel Ryan			Dir of Strength & Conditioning	1.00	63,120							63,120				No	46,371		6,924
x	Brandon Stephens			Asst Dir of Strength and Conditioning	0.33	13,846											No			
x	Jarius Fields			Director of Marketing & Promos	0.92	36,211											No			
x	Quintin Kohorst			Athletic Equipment Manager	1.00	40,508											No	40,508		
	Bengal Foundation																			
x	Donna Hays			Exec Dir Bengal Foundation	1.00	55,140							55,140				No		55,140	
Men's Sports																				
	Football																			
x	Robert Phenicie			Hd Coach	0.91	153,541	2,000					6,000			Yes		Yes	153,541	6,000	2,000
x	Michael Philipp			Asst Coach/Offensive Line	1.00	40,959	1,281										No	40,959		1,281
x	Joe Hall			Asst Coach	1.00	40,959	1,281										No	40,959		1,281
x	Roger Cooper			Defensive Coordinator	1.00	77,084	1,281					1,625			Yes		No	61,604	17,025	8,205
x	Tyson Munns			Dir of Football Operations/Video Coor.	1.00	51,918											No	51,918		0
x	Steven Fifita	A		Asst Coach/Def Line/NFL Coord	0.25	11,744						1,625	13,369				No	11,744	1,625	0
x	Agalelei Talamaivao	B		Asst Coach/Def Line	0.82	34,813	1,281										No	34,813		
x	Aaron Prier			Asst Coach / Academic Liaison	1.00	31,134	2,906					1,625					No	31,134		2,906
x	Michael Ferriter			Asst Coach - Offensive Coor.	1.00	61,708	1,281					1,625					No	61,708	1,625	1,281
x	Charles Yancy			Asst Coach	1.00	42,981	1,281					1,625	45,887				No	42,981	1,625	1,281
x	Tevita Fiefia			Asst Coach/Special Teams Coor.	1.00	62,288	1,281					1,625					No	62,288	1,625	1,281
	Basketball																			
x	Ryan Looney			Hd Coach	0.96	110,494	1,500					15,000			Yes		Yes	110,494		16,500
x	Jared Phay	A		Asst Coach	0.92	74,359	1,500										No	74,359		1,500
x	Christopher McMillian			Asst Coach	1.00	37,061	3,500										No	37,061		3,500
x	Davis Furman	B		Asst Coach	0.04	1,346	1,500										No	1,346		1,500
x	Jose White			Asst Coach	1.00	37,061	1,500										No	37,061		1,500
	Tennis																			
x	Mark Rodel	A		Hd Coach	0.57	25,065											No	25,065		
x	Alexander Free	B		Hd Coach	0.12	4,769											No	4,769		
x	York Strother	A		Hd Coach	0.23	10,015											No	10,015		
	(A) = indicates previous coach / employee																			
	(B) = indicates current coach / employee																			
	Track & Field																			
x	Hillary L. Merkley			Hd Coach	0.46	30,829						325			Yes		No	30,829		325
x	Joseph Silvers			Asst Coach	0.50	20,330											No	20,330		
	Cross Country																			
x	Nathan Houle			Hd Coach	0.50	28,530							28,530				No	28,530		

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2020 Actual Compensation

	Depart/Name/Title			Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonuses: Academic Perform.	Contract Bonuses: Winning Perform..	Contract Bonuses: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Women's Sports																		
	Basketball																	
x	Seton Sobolewski		Hd Coach	0.96	113,770						19,860	133,630			Yes	113,770	19,860	
x	Ryan Johnson		Asst Coach	1.00	50,194	3,390					5,400				No	50,194		3,390
x	James Brewster	B	Asst Coach	0.04	1,385										No	1,385		0
x	Katelin Richey	A	Asst Coach	0.92	25,843										No	25,843		0
x	Courtnie Smith	B	Asst Coach	0.04	943										No	943		0
x	Jasmine Stohr	A	Asst Coach	0.92	28,884						1,156				No	28,884		0
	Volleyball																	
x	Samantha Stuart		Hd Coach	0.91	64,657	6,500					3,733				Yes	64,657		10,233
	Robert Berrett		Asst Coach	1.00	43,055	6,500									No	43,055		6,500
	Tennis																	
x	Gretchen Maloney		Hd Coach	0.85	45,048										No	45,048		
	Track & Field																	
x	Hillary L. Merkley		Hd Coach	0.46	30,829						325				Yes	30,829		
x	Joseph Silvers		Asst Coach	0.50	20,330										No	20,330		
	Golf																	
x	Dallen Atkins		Hd Coach	0.37	23,080							23,080			No	23,080		
x	Greta Carlson		Asst Coach	0.12	4,620										No		4,620	
	Cross Country																	
x	Nathan Houle		Hd Coach	0.50	28,530							28,530			No	28,530		
	Soccer																	
x	Deborah Brereton		Hd Coach	1.00	66,700	8,000							Yes			66,700		8,000
x	Samantha Etherington	B	Asst Coach	0.19	7,692										No	7,692		
x	Kevin Holguin	A	Asst Coach	0.65	14,400	3,500									No	14,400		3,500
	Softball																	
x	Candi Letts	A	Hd Coach	0.08	4,901										Yes	4,901		0
x	Cristal Brown	B	Hd Coach	0.87	53,244								Yes					
x	Sabrina Boyd	B	Asst Coach	0.77	34,615													
x	Alex Schultz	A	Asst Coach	0.10	3,946										No	3,946		0
	Totals			41.74	2,468,601	51,263	0	0	0	0	61,549					2,142,594	119,780	82,887

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2021 Estimated Compensation

	Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change
	Athletic Administration:																	
x	Pauline Thiros	Athletic Director	1.00	175,011										Yes	175,011			0%
x	Robyn Sharp	Sr Assc AD Int Op&Sprt Prf/SWA	0.63	56,106										No	56,106			New
x	Brooke Pehrson	Academic Advisor	1.00	40,000										No		40,000		New
x	Steven Schaack	Asst AD for Media Relations	1.00	68,175										No	68,175			8%
x	Haley Ha A	Asst Director Media Relations	0.62	25,070										No	25,070			3%
	Jonathan B	Asst Director Media Relations	0.47	19,089										No	19,089			New
	Dustin Enslinger	Head Athletic Trainer	1.00	61,086										No	61,086			0%
	Nicolas Anderson	Asst Sports Trainer	1.00	40,062										No		40,062		New
	Santiago Segura B	Asst Sports Trainer	0.92	36,988										No	36,988			New
	Brandon Payne	Athletic Sport Trainer	1.00	46,846										No	46,846			6%
	Elizabeth Reinstein	Athletic Sport Trainer	1.00	40,622										No	40,622			0%
	Daniel R A	Dir of Strength & Conditioning	0.65	40,788										No	30,820	9,968		-1%
	Brandon B	Dir of Strength & Conditioning	0.38	23,595														New
	Brandon A	Asst Dir of Strength and Condition	0.60	28,626														New
	Jarius Fields	Director of Sports Marketing	0.96	40,416										No		40,416		New
	Quintin Kohorst	Athletic Equipment Manager	1.00	40,560										No	40,560			0%
	Bengal Foundation																	
	Donna Hays	Exec Dir Bengal Foundation	0.19	10,547										No		10,547		1%
	Men's Sports																	
	Football																	
	Robert Phenicie	Hd Coach	0.91	153,676								Yes		Yes	153,676			0%
	Charles Yancy	Asst Coach	1.00	43,035	500									No	43,035		500	0%
	Michael Philipp	Asst Coach/Offensive Line	1.00	40,997	500									No	40,997		500	0%
	Joe Hall	Asst Coach	1.00	40,997	500									No	40,997		500	0%
	Roger Cooper	Defensive Coordinator	1.00	77,085	500							Yes		No	61,672	15,413	500	0%
	Tyson Munns	Director of Football Oper./Video C	1.00	51,979	500									No	51,979		500	0%
	Agalelei Talamaiv	Asst Coach - Defensive Line	1.00	42,494	500									No	42,494		500	New
	Michael Ferriter	Asst Coach/Offensive Coor.	1.00	61,776	500									No	61,776		500	0%
	Aaron Prier	Asst Coach/Academic Liaison	1.00	31,179	500									No	31,179		500	0%
	Tevita Fiefia	Asst Coach / Special Teams Coor	1.00	62,379	500									No	62,379		500	0%
	Basketball																	
	Ryan Looney	Hd Coach	0.96	110,515	1,500							Yes		Yes	110,515		1,500	0%
	Davis Furman	Asst Coach	1.00	35,000	1,500							Yes		No	35,000		1,500	4%
	Christopher McMill	Asst Coach	1.00	36,566	1,500									No	36,566		1,500	-1%
	Jose White	Asst Coach	1.00	36,566	1,500									No	36,566		1,500	-1%
	Tennis																	
	Alexander Free	Hd Coach	1.00	37,344										No	37,344			New
	(A) = indicates previous coach / employee																	
	(B) = indicates current coach / employee																	
	Track & Field																	
	Hillary L. Merkley	Hd Coach	0.45	30,862										No	30,862			0%
	Joseph Silvers	Asst Track & Field Coach	0.50	20,363										No	20,363			0%
	Cross Country																	
	Nathan Houle	Hd Coach	0.50	28,530										No	28,530			0%

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2021 Estimated Compensation

Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Camps/ Clinics	Media	Equip Co & Other	Contract Bonus: Academic Perform.	Winning Perform.	Other	Perks: Club Mbership	Car	Other	Multi-Yr Contract	Funding: State Approp.	Program Revenue	All Other	Base Salary Annualized Change
Women's Sports																	
Basketball																	
Seton Sobolewski	Hd Coach	0.96	114,119								Yes		Yes	114,119			0%
Ryan Johnson	Asst Coach	1.00	50,253								Yes		No	50,253			0%
Courtnie Smith	Asst Coach	1.00	27,997										No	27,997			New
James Brewster	Asst Coach	1.00	32,510										No	32,510			New
Volleyball																	
Samantha Stuart	Hd Coach	0.91	64,677	6,500							Yes		Yes	64,677		6,500	0%
Robert Berrett	Asst Coach	1.00	43,077	6,500									No	43,077		6,500	0%
Tennis																	
Gretchen Maloney	Hd Coach	0.92	50,000										No	50,000			2%
Track & Field																	
Hillary L. Merkley	Hd Coach	0.45	30,862										Yes	30,862			0%
Joseph Silvers	Asst Track & Field Coach	0.50	20,363										No	20,363			0%
Golf																	
Dallen Atkins	Hd Coach	0.38	24,003										No	24,003			2%
Cross Country																	
Nathan Houle	Hd Coach	0.50	28,530										No	28,530			0%
Soccer																	
Deborah Brereton	Hd Coach	1.00	66,747	5,000							Yes		Yes	66,747		5,000	0%
Kevin Holguin	Asst Coach	1.00	39,957	3,500									No	39,957		3,500	New
Softball																	
Cristal Brown	Hd Coach	1.00	61,526								Yes		Yes	61,526			1%
Sabrina Boyd	Asst Coach	1.00	45,000										No	45,000			0%
Grand Total		42.36	#######	32,000	0	0	0	0	0					#######	156,406	32,000	

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Intercollegiate Athletics Compensation Report
University of Idaho
FY2020 Actual Compensation

Depart/Name/Title		Athletic FTE	Compensation: Base Salary		Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other		Contract Bonus: Academic Perform	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Other: Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Athletic Administration:																		
Terry Gawlik	Athletic Director	1.00	153,279			15,000	3,858	^^					yes+		yes	157,137	15,000	
Rob Spear	Athletic Director (retirement)	0.00	65,169	*											yes	65,169	-	
Pete Isakson	Interim AD (to Advancement)	0.00	30,012	*		7,500										30,012	7,500	
Thomas Zimmer	Business Manager, Athletics	1.00	88,070													88,070	-	
Ugis Svazs	Compliance Coord (resigned)	1.00	7,162													7,162	-	
Margaret Henderson	Asst Business Manager	1.00	46,930														46,930	
Sean McIlraith	Administrative Coordinator	1.00	43,143													1,600	41,543	
Abigail Oliver	Administrative Coordinator	1.00	36,236														36,236	
Alyssa Wilson	Administrative Coordinator	1.00	3,706													1,222	2,484	
George Casper	NCAA Compliance Coord	0.00	2,058													2,058		
Anthony Castro	Dir. Equip Rm	1.00	52,582														52,582	
Gary Monteer	Asst Equip Rm	1.00	34,835														34,835	
Matt Weinberg	Director Video Svcs	1.00	41,154				4,000	^^									45,154	
Kiaira Cooper	Asst Dir Media Communictns	1.00	6,914				(1,568)	^^									5,346	
Timothy Jackson	Communications Spec	1.00	9,002														9,002	
Michael Garner	Director Creative Content	1.00	39,305				1,415	^^									40,720	
Brittney Burt	Multimedia Content Coord	1.00	27,385														27,385	
Joe St. Pierre	Dir. Med. Rel	1.00	49,360														49,360	
Paige McFeeley	Asst. Med Rel	1.00	25,938				2,904	^^									28,841	
Wyatt Hall	Asst. Med Rel	1.00	24,731				3,900	^^									28,631	
Michael Walsh	Asst. Med Rel	1.00	19,867														19,867	
Christopher Walsh	Hd Trainer	1.00	68,556		800											68,556	-	800
Justin Pomar	Asst Trainer	1.00	49,420													49,420	-	
Clayton Malinich	Asst Trainer	1.00	45,011		350		4,500	^^								45,011	4,500	350
Kassandra Johnson	Asst Trainer	1.00	45,594		165		569	^^									46,163	165
Ann Brown		0.00	2,500															
Stacy Asplund	Student Insurance Coord	1.00	35,612													35,612	-	
Jake Scharnhorst	Strength Coach	1.00	64,833														64,833	
Miles Gemberling	Asst Strength	1.00	43,138														43,138	
Isaac Wendt	Asst Strength	1.00	29,420														29,420	
Tim Mooney	Assoc AD/External Ops	1.00	118,030										yes				118,030	
Shelly Robson	Devl. Coor. (Advancement)	0.00	990										yes			990	990	
Eric Anderson	Devl. Coor.	1.00	22,191														22,191	
Martin Northcroft	Dir Marketing/Promotions	1.00	48,560														48,560	

Intercollegiate Athletics Compensation Report
University of Idaho
FY2020 Actual Compensation

Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other		Contract Bonus: Academic Perform	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Other: Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Michael Jackson	Director of Ticket Ops	1.00	49,042			5,000	^^									54,042	
Ryan Maley	Asst Dir Ticket Ops	1.00	1,613			53	^^								1,666		
Christin Fort	Learing Spec (Acad Support)	0.06	2,895													2,895	
Men's Sports																	
Football																	
Paul Petrino	Hd Coach	1.00	193,325		255,000			10,000				yes+		yes	203,325	255,000	
Kris Cinkovich	Assistant	1.00	159,390	1,400								yes+			159,390	-	1,400
Michael Breske	Assistant	1.00	138,527	1,400											138,527	-	1,400
Charles Molnar	Assistant	1.00	78,582	1,400	5,272							yes+			78,582	5,272	1,400
Luther Elliss	Assistant	1.00	72,591	1,400											72,591	-	1,400
Vernon Smith	Assistant	1.00	66,850	1,400								yes+			66,850	-	1,400
Adam Breske	Assistant	1.00	65,540	4,900								yes+			65,540	-	4,900
Brian Reader	Assistant	1.00	58,551	4,900											58,551	-	4,900
Steve Oliver	Assistant	1.00	41,792	4,900											41,792	-	4,900
Jamie Schultz	Assistant	1.00	43,554	1,400								yes			43,554	-	1,400
Anthony Spencer	Assistant	1.00	37,543	1,400											37,543	-	1,400
James (JD) Johnson	Dir. of FB Ops	1.00	44,065	1,400		832	^^					yes			44,065	832	1,400
Basketball																	
Zachary Claus	Interim Hd Coach	1.00	106,272		20,000							yes+			106,272	20,000	
Tim Murphy	Assistant	1.00	73,028		15,000							yes			73,028	15,000	
Doug Novsek	Assistant (temporary)	1.00	44,318		6,000										44,318	6,000	
Kirk Earlywine	Assistant (non-renewal)	1.00	46,071		12,500							yes+			46,071	12,500	
Vacant	Dir Player Development	1.00	0												-	-	
Men's Track & XC																	
Tim Cawley	Dir. of T&F	0.50	34,395		4,000			1,000							35,395	4,000	
Travis Floeck	Assistant	0.50	24,658												24,658	-	
Cathleen Cawley	Assistant	0.50	19,166												19,166	-	
Brett Olsen	Assistant	0.50	13,228												13,228	-	
Golf																	
David Nuhn	Hd Coach	1.00	42,928					750							43,678	-	
Tennis																	
Daniel Hangstefer	Hd Coach	1.00	37,543												37,543	-	
Women's Sports																	
Basketball																	

Intercollegiate Athletics Compensation Report
University of Idaho
FY2020 Actual Compensation

Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Other: Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Jon Newlee	Hd Coach	1.00	116,910		18,000		1,500	19,659	36,000 &		yes		yes	174,069	18,000	
Christa Sanford	Associate	1.00	65,540											65,540	-	
Drew Muscatell	Assistant	1.00	35,546	600	5,000									35,546	5,000	600
Jordan Kelley	Assistant	1.00	26,659			3,500 ^^								30,159	-	
Jeri Jacobson	Assistant	1.00	4,627	600										4,627		600
Women's Track & XC																
Tim Cawley	Dir. of T&F	0.50	34,395		4,000		1,750							36,145	4,000	
Travis Floeck	Assistant	0.50	24,658											24,658	-	
Cathleen Cawley	Assistant	0.50	19,167											19,167	-	
Brett Olsen	Assistant	0.50	13,228											13,228	-	
Volleyball																
Debbie Buchanan	Hd Coach	1.00	94,098		15,000		1,500				yes+		yes	95,598	15,000	
Brian Lamppa	Associate	1.00	6,063		5,000									11,063		
David Gannon	Assistant	1.00	39,582											39,582	-	
Meika Wagner	Assistant (new hire)	1.00	16,603		2,000									16,603	2,000	
Women's Soccer																
Jeremy Clevenger	Hd Coach	1.00	52,540				1,500						yes	54,040	-	
Sean Mapson	Assistant	1.00	33,550											33,550	-	
Women's Golf																
Lisa Ferrero	Hd Coach	1.00	37,968			4,700 ^^								42,668	-	
Lisa Johnson	Hd Coach	0.00	937											937		
Tennis																
Babar Akbar	Hd Coach	1.00	41,266											41,266	-	
Women's Swimming																
Mark Sowa	Hd Coach	1.00	58,572		18,000		1,500						yes	60,072	18,000	
James Southerland	Assistant	1.00	31,095											27,305	3,812	
Grand Totals		**69.06**	**3,629,164**	**28,415**	**407,272**	**33,662**	**19,500**	**19,659**	**36,000**					**2,833,175**	**1,310,594**	**28,415**

* Displaying only 1.0 FTE per position where there were vacancies and consecutive incumbents in a position during the year
^ other portion of full FTE paid by Advancement
^^ employee moving reimbursement (now runs through payroll)
& share of game guarantee/gate per contract
yes+ receive a car stipend between $200-$400/month rather than a car; this amount not included in base salary
yes* had a car for part of year only

Intercollegiate Athletics Compensation Report
University of Idaho
FY2021 Estimated Compensation

				Compensation				Contract Bonus			Other				Funding			Base Salary	
Depart/PCN/Name/Title			Athletic FTE	Base Salary		Camps/ Clinics	Media	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change	Comments
Athletic Administration																				
8475	Gawlik, Terry	Athletic Director	1.00	200,013			15,000		20,000	20,000			yes+		yes	220,013	55,000		0.0%	
8480	Zimmer, Thomas	Assoc AD, Business	1.00	88,525													88,525		0.0%	
8651	Vacant	Asst Business Mgr	1.00	46,509													46,509		n/a	vacant
8482	McIlraith, Sean	Administrative Coordinator	1.00	43,118													41,543		0.0%	
8691	Vacant	Administrative Coordinator	1.00	36,275													36,275		n/a	vacant
8490	Castro, Anthony	Asst AD, Equipment	1.00	52,603													52,603		0.0%	
8491	Boswell, Elijah	Asst Equip Mgr	1.00	33,384													33,384		n/a	new
8492	Weinberg, Matt	Communications Spec	1.00	40,165													40,165		0.0%	
8636	Garner, Michael	Asst Video Svcs Coord	1.00	34,091													34,091		0.0%	
8484	Burt, Brittney	Multimedia Content Coord	1.00	34,507													34,507		0.0%	
8495	St. Pierre, Joseph	Dir Athletic Communications	1.00	52,520													52,520		0.0%	
8494	McFeeley, Paige	Asst Dir Communications	1.00	40,352													40,352		2.9%	
8493	Hall, Wyatt	Asst Dir Communications	1.00	40,352													40,352		2.9%	
8504	Walsh, Christopher	Hd Trainer	1.00	68,578												68,578	-	0	0.0%	
8500	Pomar, Justin	Asst Trainer	1.00	49,442												49,442	-		0.0%	
8650	Malinich, Clayton	Asst Trainer	1.00	45,011												45,011	-	0	0.0%	
8660	Johnson, Kassandra	Asst Trainer	1.00	45,594													45,594	0	0.0%	
8483	Asplund, Stacy	Student Insurance Coord	1.00	35,630												35,630	-		0.0%	
8689	Scharnhorst, Jacob	Head Strength Coach	1.00	64,854													64,854		0.0%	
8687	Croninger, Noah	Asst Strength	1.00	29,536													29,536		n/a	new
8688	Gemberling, Miles	Assoc Strength	1.00	43,160													43,160		0.0%	
8630	Mooney, Timothy	Assoc AD/External Ops	1.00	120,869									yes				120,869		0.0%	
6534	Vacant	Assoc AD/Revenue Gen	1.00	0													-		n/a	vacant
8485	Robson, Shelly	Assoc Dir, Development	0.00	0	^								yes						n/a	non-Athletic fun
6419	Martin, Matthew	Assoc AD, Special Projects	0.00	0	^														n/a	non-Athletic fun
8644	Anderson, Eric	Admin Coor, Fundraising	1.00	36,005													36,005		0.0%	
8690	Vacant	Asst Dir, Mrktg & Fan Engagmt	1.00	0													-		n/a	vacant
8692	Northcroft, Martin	Asst AD, Mrktg & Fan Engagmt	1.00	55,619													55,619		0.0%	
6379	Jackson, Michael	Director of Ticket Ops	1.00	50,003													50,003		0.0%	
6376	Maley, Ryan	Asst Dir Ticket Ops	1.00	45,011													45,011		n/a	new
6179	Martin, Sydney	Learning Spec	0.06	2,897	*												2,897		n/a	new
Men's Sports																				
Men's Football																				
8550	Petrino, Paul	Hd Coach	1.00	195,603			255,000		20,000				yes+		yes	215,603	255,000		0.0%	
8557	Cinkovich, Kris	Assistant	1.00	159,411									yes+			159,411	-	0	0.0%	
8559	Breske, Michael	Assistant	1.00	138,549												138,549	-	0	0.0%	
8558	Pryce, Tracy	Assistant	1.00	50,565												50,565			n/a	new
8556	Molnar, Charles	Assistant	1.00	78,603			5,272						yes+			78,603	5,272	0	0.0%	

Intercollegiate Athletics Compensation Report
University of Idaho
FY2021 Estimated Compensation

Depart/PCN/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform	Contract Bonus: Winning Perform.	Contract Bonus: Other		Other: Club Memb.	Other: Car	Other: Other	Other: Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change	Comments
8552 Elliss, Luther	Assistant	1.00	72,613												72,613	-	0	0.0%	
8553 Smith, Vernon	Assistant	1.00	66,872									yes+			66,872	-	0	0.0%	
8554 Breske, Adam	Assistant	1.00	65,562									yes+			65,562	-	0	0.0%	
8551 Reader, Brian	Assistant	1.00	58,573												58,573	-	0	0.0%	
8555 Schultz, James	Assistant	1.00	43,576									yes			43,576	-	0	0.0%	
8693 Spencer, Anthony	Assistant	1.00	37,565												37,565	-	0	0.0%	
8592 James (JD) Johnson	Asst AD, Football Ops	1.00	44,179									yes			44,179	-	0	0.0%	
Men's Basketball																			
8571 Claus, Zachary	Head Coach	1.00	130,000		20,000		2,000	12,000				yes			144,000	20,000		22.3%	new
8560 Hill, Jonathan	Assistant	1.00	73,050												73,050			n/a	new
8570 Tripp, Kenneth	Assistant	1.00	46,093												46,093			n/a	new
8572 Novsek, Doug	Associate	1.00	72,009												72,009	-		60.0%	was temp
8672 Vacant	Associate	1.00	0												0			n/a	vacant
8573 Vacant	Dir Player Development	1.00	0												-	-		n/a	vacant
Men's Track & XC																			
8580 Cawley, Tim	Dir. of T&F	0.50	34,538		4,000		1,000	3,000							38,538	4,000		0.0%	
8530 Floeck, Travis	Assistant	0.50	24,669												24,669	-		0.0%	
8581 Cawley, Cathleen	Assistant	0.50	19,250												19,250			0.0%	
8635 Olsen, Brett	Assistant	0.50	13,239												13,239	-		0.0%	
Men's Golf																			
8591 Nuhn, David	Hd Coach	1.00	43,451				1,000	3,000							47,451	-		0.0%	
Men's Tennis																			
8515 Hangstefer, Daniel	Hd Coach	1.00	37,565												37,565	-		0.0%	
Women's Sports																			
Women's Basketball																			
8520 Newlee, Jon	Hd Coach	1.00	117,083		18,000		1,500	32,512	10,000	&		yes		yes	161,095	18,000		0.0%	
8521 Sanford, Christa	Associate	1.00	65,562												65,562	-		0.0%	
8523 Muscatell, Drew	Assistant	1.00	35,568												35,568	-	0	0.0%	
8522 Kelley, Jordan	Assistant	1.00	35,006												35,006	-		0.0%	
Women's Track & XC																			
8580 Cawley, Tim	Dir. of T&F	0.50	34,538		4,000		1,000	3,000							38,538	4,000		0.0%	
8530 Floeck, Travis	Assistant	0.50	24,669												24,669	-		0.0%	
8581 Cawley, Cathleen	Assistant	0.50	19,250															0.0%	
8635 Olsen, Brett	Assistant	0.50	13,239												13,239	-		0.0%	
Women's Volleyball																			
8540 Buchanan, Debra	Hd Coach	1.00	94,120		7,500		1,500	2,000				yes+		yes	97,620	7,500		0.0%	
8541 Gannon, David	Assistant	1.00	39,603												39,603	-		0.0%	
8497 Wagner, Meika	Assistant	1.00	39,603												39,603			0.0%	

Intercollegiate Athletics Compensation Report
University of Idaho
FY2021 Estimated Compensation

Depart/PCN/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Other: Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change	Comments
Women's Soccer																		
8517 Clevenger, Jeremy	Hd Coach	1.00	52,562				1,000	2,000					yes	55,562	-		0.0%	
8518 Mapson, Sean	Assistant	1.00	33,571											33,571	-		0.0%	
Women's Golf																		
8590 Ferrero, Lisa	Hd Coach	1.00	47,008		5,000		1,000	2,000						50,008	-		0.0%	
Women's Tennis																		
8673 Babar Akbar	Hd Coach	1.00	41,288				1,000	2,000						44,288	-		0.0%	
Women's Swimming																		
8671 Mark Sowa	Hd Coach	1.00	58,594		18,000		1,000	2,000					yes	61,594	18,000		0.0%	
8531 Southerland, James	Assistant	1.00	31,117											27,305	3,812		0.0%	
Grand Totals		**65.06**	**3,722,539**	**0**	**351,772**	**0**	**52,000**	**83,512**	**10,000**					**2,789,039**	**1,424,958**	**0**		

* other portion of full FTE paid by Academic support
^ other portion of full FTE paid by Advancement
^^ employee moving reimbursement (now runs through payroll)
& share of game guarantee/gate per contract
yes+ receive a car stipend between $200-$400/month rather than a car; this amount not included in base salary
yes* had a car for part of year only

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2020 Actual Compensation

			Compensation				Contract Bonus			Other			All Compensation		
Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration															
Brooke Henze	Director, Athletics	1.00	84,379						2,000	No	No	No	79,019		7,360
Alex Slocum (New)	Director, Facilities & Operations	1.00	36,549							No	No	No	36,549		
Melissa Weitz (New)	Athletic Operations	1.00	37,999							No	No	No	26,219		11,780
Tracy Collins	Trainer	1.00	52,426							No	No	No	52,426		
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	41,346							No	No	No	31,010		10,336
Allison Beck	Athletic Operations Manager	1.00	41,814							No	No	No	41,814		
Kristina Keener	Business Manager	1.00	44,889							No	No	No	15,262		29,627
Melissa Strerath (Old)	Admin. Asst. 2	1.00	28,450							No	No	No	9,673		18,777
Men's Sports															
Basketball															
Austin Johnson	Head Coach	1.00	58,385							No	Yes	No	58,385		
Leif Karlberg	Asst. Coach	0.63	25,423	1,000						No	No	No		26,423	
Calab Johnson (New)	Asst. Coach	0.18	7,000	1,040						No	No	No		8,040	
Baseball															
Jake Taylor	Asst. Coach	1.00	71,600					1,000	500	No	Yes	No	73,100		
William Silvestri	Asst. Coach	1.00	40,951							No	No	No	40,951		
Allen Balmer	Asst. Coach	1.00	51,963							No	No	No	51,963		
Raymond Pedrina	Asst. Coach	0.13	5,000							No	No	No		5,000	
Cross-Country															
Mike Collins	Head Coach	0.25	14,715					750	250	No	No	No	15,715		
Cyrus Hall	Asst. Coach	0.25	10,370							No	No	No	10,370		
Track															
Mike Collins	Head Coach	0.25	14,715					250	250	No	No	No	15,215		
Cyrus Hall	Asst. Coach	0.25	10,370							No	No	No	10,370		
Jacob Whittaker	Throws Coach	0.04	1,800							No	No	No		1,800	
Sam Atkin (New)	Asst. Coach	0.04	1,800							No	No	No		1,800	
Falk Thieme (New)	Asst. Coach	0.01	271							No	No	No		271	
Matthew Kelley	Pole Vault Asst.	0.04	1,800							No	No	No		1,800	
Tennis															
Kai Fong	Head Coach	0.50	30,031							No	No	No	8,409		21,622
Golf															
Kyla Lien	Head Coach	0.50	20,000							No	No	No	20,000		
Chris Lien	Asst. Coach	0.13	2,500							No	No	No		2,500	
Marissa Louder	Asst. Coach	0.12	2,250							No	No	No		2,250	

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2020 Actual Compensation
Page 2

Depart/Name/Title		FTE	Compensation: Base Salary	Camps/ Clinics	Media	Equip Co & Other	Contract Bonus: Grad Rate	Winning Perform.	Other	Perks: Club Memb.	Car	Multi-Yr Contract	All Compensation: State Approp.	Program Revenue	All Other
Women's Sports															
Basketball															
Brian Orr	Head Coach	1.00	61,238					1,000	500	No	Yes	No	62,738		
Caelyn Orlandi	Asst. Coach	1.00	40,000							No	No	No	25,600		14,400
Cross-Country															
Mike Collins	Head Coach	0.25	14,715					750	250	No	No	No	15,715		
Cyrus Hall	Asst. Coach	0.25	10,370							No	No	No	10,370		
Track															
Mike Collins	Head Coach	0.25	14,714					750	250	No	No	No	15,714		
Cyrus Hall	Asst. Coach	0.25	10,370							No	No	No	10,370		
Jacob Whittaker	Throws Coach	0.04	1,800							No	No	No		1,800	
Sam Atkin (New)	Asst. Coach	0.04	1,800							No	No	No		1,800	
Falk Thieme (New)	Asst. Coach	0.01	271							No	No	No		271	
Matthew Kelley	Pole Vault Asst.	0.04	1,800							No	No	No		1,800	
Volleyball															
Shaun Pohlman	Head Coach	1.00	51,300	750						No	Yes	No	51,300	750	
George Laughlin	Asst. Coach	1.00	40,000							No	No	No	40,000		
Tennis															
Kai Fong	Head Coach	0.50	30,032							No	No	No	8,409		21,623
Golf															
Kyla Lien	Head Coach	0.50	20,000					1,000	500	No	No	No	21,500		
Chris Lien	Asst. Coach	0.13	2,500							No	No	No		2,500	
Marissa Louder	Asst. Coach	0.12	2,250							No	No	No		2,250	
	GRAND TOTAL	21.70	1,041,955	2,790	0	0	0	5,500	4,500				858,166	61,055	135,525

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2021 Estimated Compensation

Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Athletic Administration																
Brooke Henze	Director, Athletics	1.00	84,379						2,500	No	No	No	86,879			0.00%
Alex Slocum	Director, Facilities & Operations	1.00	41,500							No	No	No	41,500			0.00%
Tracy Collins	Trainer	1.00	52,426							No	No	No	52,426			0.00%
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	41,346							No	No	No	31,010		10,336	0.00%
Logan Prins (New)	Asst. Athletic Trainer	0.49	20,000							No	No	No			20,000	New
Allison Beck (Old)	Athletic Operations Manager	1.00	23,723							No	No	No	23,723			0.00%
Melissa Weitz (New)	Director of Marketing & Promotions	1.00	23,544							No	No	No	23,544			New
Kristina Keener	Business Manager	1.00	44,889							No	No	No	30,076		14,813	0.00%
Men's Sports																
Basketball																
Austin Johnson	Head Coach	1.00	58,385	3,500				1,500	1,000	No	Yes	No	60,885	3,500		0.00%
Leif Karlberg	Asst. Coach	1.00	40,061			250				No	No	No	22,434		17,877	0.00%
Calab Johnson	Asst. Coach	0.17	7,000			250				No	No	No			7,250	0.00%
Baseball																
Jake Taylor	Head Coach	1.00	71,600							No	Yes	No	71,600			0.00%
William Silvestri	Asst. Coach	1.00	40,951							No	No	No	40,951			0.00%
Allen Balmer	Asst. Coach	1.00	51,963							No	No	No	51,963			0.00%
Raymond Pedrina	Asst. Coach	0.12	5,000							No	No	No		5,000		0.00%
Cross-Country																
Mike Collins	Head Coach	0.25	14,715					1,000	500	No	No	No	16,215			0.00%
Cyrus Hall	Asst. Coach	0.25	10,370							No	No	No	10,370			0.00%
Sam Atkin	Asst. Coach	0.03	1,125							No	No	No		1,125		0.00%
Track																
Mike Collins	Head Coach	0.25	14,715					250		No	No	No	14,965			0.00%
Cyrus Hall	Asst. Coach	0.25	10,370							No	No	No	10,370			0.00%
Jacob Whittaker	Asst. Coach	0.04	1,800							No	No	No		1,800		0.00%
Matthew Kelley	Pole Vault Asst.	0.04	1,800							No	No	No		1,800		0.00%
Tennis																
Kai Fong	Head Coach	0.50	30,032						250	No	No	No	8,659		21,623	0.00%
Golf																
Kyla (Clancy) Lien (Old)	Head Coach	1.00	13,628						250	No	No	No	13,878			0.00%
Kyla (Clancy) Lien (New)	Interim Head Coach (IH)	0.12	5,000							No	No	No	5,000			0.00%
Marissa Louder	Asst. Coach	0.11	4,500							No	No	No		4,500		0.00%

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2021 Estimated Compensation
Page 2

Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Memb.	Perks: Car	Perks: Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Women's Sports																
Basketball																
Brian Orr	Head Coach	1.00	61,238					1,000	500	No	Yes	No	62,738			0.00%
Caelyn Orlandi	Asst. Coach	1.00	40,000							No	No	No	40,000			0.00%
Cross-Country																
Mike Collins	Head Coach	0.25	14,715					500	500	No	No	No	15,715			0.00%
Cyrus Hall	Asst. Coach	0.25	10,369							No	No	No	10,369			0.00%
Sam Atkin	Asst. Coach	0.03	1,125							No	No	No		1,125		0.00%
Track																
Mike Collins	Head Coach	0.25	14,714					750	500	No	No	No	15,964			0.00%
Cyrus Hall	Asst. Coach	0.25	10,369							No	No	No	10,369			0.00%
Jacob Whittaker	Asst. Coach	0.04	1,800							No	No	No		1,800		0.00%
Matthew Kelley	Pole Vault Asst.	0.04	1,800							No	No	No		1,800		0.00%
Volleyball																
Shaun Pohlman	Head Coach	1.00	51,300						500	No	Yes	No	51,800			0.00%
George Laughlin	Asst. Coach	1.00	40,000							No	No	No	40,000			0.00%
Tennis																
Kai Fong	Head Coach	0.50	30,031						250	No	No	No	8,659		21,622	0.00%
Golf																
Kyla (Clancy) Lien (Old)	Head Coach	1.00	13,628						250	No	No	No	13,878			0.00%
Kyla (Clancy) Lien (New)	Interim Head Coach (IH)	0.12	5,000							No	No	No	5,000			0.00%
Marissa Louder	Asst. Coach	0.11	4,500							No	No	No		4,500		0.00%
	GRAND TOTAL	22.46	1,015,412	3,500	0	500	0	5,000	7,000				890,940	26,950	113,521	

SUBJECT

Athletics Gender Equity Reports

REFERENCE

June 2016 — Board adopted the reports required by the institutions' federal regulatory body regarding compliance with Title IX in athletics programs, along with summaries of such reports, as the method to report to the Board on gender equity.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.X.

BACKGROUND/DISCUSSION

Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance …." (20 U.S.C. §1681(a)). Relative to intercollegiate athletics, the Office for Civil Rights considers three broad areas in determining whether or not an institution is meeting its Title IX obligations. The three areas address equity in athletic participation opportunities, athletically-related financial aid and other program benefits, supports and services.

In 1996 the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance" This guidance addressed the three broad areas of Title IX compliance and made clear that relative to area 1 regarding participation opportunities, any of the 3 prongs may be used to demonstrate compliance.
See: https://www2.ed.gov/about/offices/list/ocr/docs/title9-qa-20100420.html

First, the selection of sports and the level of competition must accommodate the students' interests and abilities, using one of the three prongs listed below: Institutions may demonstrate they are meeting Title IX obligations using any of the three prongs.

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history** and **continuing practice of program expansion**, which is demonstrably responsive to the developing interests, and abilities of that gender.
3. Where the members of one gender are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests

and abilities of the members of that gender have been **fully and effectively accommodated** by the present program.

Second, athletic-related financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Third, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical, including equipment and supplies, scheduling of games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment.

Overall, compliance is determined based on a program-wide consideration, and, not on a sport-by-sport comparison.

Idaho State Board of Education (Board) Policy V.X.4.c requires the four-year institutions to provide gender equity reports for review by the Board. The reports include a narrative discussion of gender equity-related issues along with a summary table, which distills data from the detailed gender equity report provided annually by each institution to the U.S. Department of Education.

IMPACT

The attached summary worksheets show the institutions' enrollment, financial aid, and participants by gender. The worksheets also show the actual revenues and expenses for the most current completed fiscal year by sport, as well as overall operating (Game Day) expenses, number of participants, and operating expenses per participant. Finally, the worksheets provide information on average salaries of coaches and the count of coaches per sport by gender.

ATTACHMENTS

Attachment 1: BSU Gender Equity Narrative
Attachment 2: BSU Gender Equity Worksheet
Attachment 3: ISU Gender Equity Narrative
Attachment 4: ISU Gender Equity Worksheet
Attachment 5: UI Gender Equity Narrative
Attachment 6: UI Gender Equity Worksheet
Attachment 7: LCSC Gender Equity Narrative
Attachment 8: LCSC Gender Equity Worksheet

STAFF COMMENTS AND RECOMMENDATIONS

Significant information on gender equity aspects of athletic operations at the individual institutions is included in the attached narrative documents. The actual detailed "Equity in Athletics Data Analysis (EADA)" reports are also available for review and analysis by the public on the U.S. Department of Education website at https://ope.ed.gov/athletics/. This site also provides tools to download EADA

reports for any NCAA or NAIA institution and to compare groups of institutions and review trends.

In their narratives, the institutions reported the status of compliance in the across the areas of Title IX.

Representatives from the four affected institutions will be available in the event that Board members have questions on specific areas related to Gender Equity reports or on the institutions' efforts related to achieving/maintaining equity.

BOARD ACTION

I move to accept the Athletics Gender Equity Reports as presented by Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Title IX Compliance – Boise State Athletics

Historically at Boise State University, the Athletic Department regularly monitors and reviews gender equity for compliance with Title IX Athletic Requirements. This process is usually completed annually with either oversight from the Intercollegiate Athletic Advisory Committee (IAAC) Gender-Equity Subcommittee or through the retention of national consultant, *Good Sports, Inc., Title IX and Gender Equity Specialists*. The outcome of this annual process includes recommendations to the university that are intended to help achieve compliance where gender differences may currently exist and help maintain compliance in areas where gender differences may be developing. In 2019-2020, the disruption in collegiate athletics caused by COVID 19 made this regular review challenging with unprecedented discontinuation of sports program competitive seasons, disruptions to regular budgeting practices and a resulting change in program offerings at Boise State. Therefore an update of a summary of recommendations and ongoing progress towards completion of recommendations in the program areas of Equipment and Supplies, Scheduling of Games and Practice Time, Travel and Per Diem Allowances, Tutoring, Coaching, Facilities, Medical and Training Facilities and Services, Housing and Dining Facilities and Services, Publicity, Support Services and Recruitment will be further evaluated and updated in the fall of 2021. The analysis of Accommodation of Interests and Abilities (Participation) and the Athletic Financial Assistance (Scholarships) with strategies for monitoring compliance in both programs areas is provided below.

Participation Opportunities

Compliance for this component means meeting one test of the three-part test for participation opportunities. Institution officials may choose which test the institution will meet. An institution must do one of the following three:

1. Provide women and men with participation opportunities at rates that are proportionate to their respective rates of enrollment as full-time undergraduate students (test one); or
2. Demonstrate continuing program expansion for the underrepresented gender (test two); or
3. Fully accommodate the underrepresented gender (test three).

Boise State strives to meet test one (proportionality) of the three-part test for participation opportunities and has met this compliance component nine out of the last ten academic years. Participation rates for 2019-20 showed a slight potential of non-compliance, however the cancelation of the outdoor track season all together prevented several participants that would have otherwise been counted or potentially added to the program to not have the opportunity to compete. Therefore, participation calculations for FY20 demonstrated an athletic participation rate that was disproportionate to the respective undergraduate rate of enrollment. FY20 athletic participation (duplicated participant count) was 50.5% women to 49.5% men. Boise State's fulltime undergraduate enrollment was 55.3% women and 44.7% men. The margin of error to meet compliance with regard to test one at Boise State University is an approximate two-percentage point variance between athletic representation and undergraduate enrollment. In FY20, the discrepancy between athletic participation and undergraduate representation was a variance of 4.8% with disadvantage to females.

When the compliance in the participation component is not met in test one (proportionality), an analysis for compliance with test two (program expansion) and test three (full accommodation) should be considered. At Boise State, an outside consultant evaluated all three tests in the 2018-2019 academic year. At that time, it was suggested that Boise State may not be viewed as meeting test two, program expansion for the underrepresented sex, because despite adding three women's teams in the last ten years

(swimming and diving in 2006, softball in 2008, and beach volleyball in 2014) the argument could be made that sufficient interest and ability among women likely existed in those sports before the timeframe in which they were added. Additionally, and perhaps more significantly, three women's teams (field hockey, skiing and swimming and diving in 2020) have also been discontinued in the program's history. Thus Boise State might not be viewed as meeting test two. Boise State also does not appear to meet test three (full accommodation of the underrepresented sex), as evidence suggests the potential for significant interest, ability, and competition in Boise State's normal competitive region for women's lacrosse, water polo and still exists for swimming and diving. Therefore, full accommodation of interests and abilities for women has likely not been achieved.

Boise State has been compliant with test one (proportionality) for nine of the ten years leading up to FY20. However, achieving compliance through proportionality has proven more challenging as the undergraduate enrollment rate at Boise State continues to demonstrate an increase in female full time undergraduate enrollment. As demonstrated by the table below, the full time undergraduate female population has increased to an unprecedented high rate of 56.1%, and respectively an unprecedented male enrollment rate of 43.9%, representing a 1.8 percentage point variance in undergraduate enrollment in just three years (and an decrease of 5 percentage points in male undergraduate enrollment in the past six years).

Full Time Undergraduate Enrollment – Boise State University FY19-FY21

Year	Female Enrollment	Percentage of Undergrad Population	Male Enrollment	Percentage of Undergrad Population
2018-19	6,997 fall '18= only	54.9%	5,748 fall '18= only	45.1%
2019-20	7,244 fall '19= only	55.3%	5,859 fall '19= only	44.7%
2020-21	7,267 fall '20= only	56.1%	5,694 fall '20= only	43.9%

To address Title IX compliance with regard to participation, head coaches have provided recruiting targets and projected squad sizes that demonstrate growth in the women's program while providing quality athletic experiences to each participant and a closely monitored squad size in the men's programs over the next two recruiting seasons. These squad size goals are consistent with maintaining a nationally competitive program while assessing the department's overall ability to achieve compliance in Title IX participation requirements in a reasonable time frame given the changing landscape of undergraduate enrollment by gender.

At this time, it is most reasonable for Boise State to remain focused on achieving compliance with regard to participation through proportionality (test one). As an ongoing practice of the department, head coaches are provided guidelines for roster size maximums and minimums annually. Each roster size is based on the head coach's input on their ideal roster size with consideration of the overall program participation rates. This practice will be continued and monitored closely, as it represents the Athletic Department's continued effort to achieve proportionate participation opportunities with respect to undergraduate enrollment in the immediate future.

Financial Aid

Compliance for this program component means total scholarship dollars awarded are substantially proportionate to participation rates for male and female student-athletes. To be in compliance, an institution must do the following:

1. For the regular academic year, athletic based financial aid awarded to male and female student-athletes must be "substantially proportionate" to their respective rates of financial aid participation (within 1%).
2. For the summer term, provide athletic scholarship awards that are equally available to all male and female student-athletes who desire summer term aid; otherwise, provide proportionate awards.
3. For fifth-year students who have exhausted their eligibility, provide fifth-year athletic scholarship awards that are equally available to all male and female student-athletes who desire degree completion aid; otherwise, provide proportionate awards.

In 2019-2020, Boise State **did comply with this program component** because athletic aid was provided at a rate that was proportionate to athletic participation. Men represented 51.7% (205) of the participants (unduplicated count) and when comparing the *NCAA Squad List Athletic Grant Amount*, men received 52.2% of the financial aid showing a 0.4% variance (within the standard of compliance of +/-1%).

It is noteworthy that the athletic programs offered at Boise State University in FY20 allowed an NCAA imposed maximum of 119 athletic scholarships that can be awarded to female participants and 131.3 athletic scholarships that could have been awarded to male participants. In FY20, 109.6 of the 119 scholarships (92.1%) were awarded to females and 129.1 of the 131.3 (98.3%) were awarded to male participants.

For that reason, it is recommended that scholarship budgets for female programs continue to be monitored to assure equity throughout the department and that coaches fully award female athletic scholarship dollars unless there is a reasonable professional decision to do otherwise.

Summer Term and Fifth Year Aid

Summer term awards and fifth year aid for student-athletes who have exhausted their eligibility are analyzed separately from each other and separately from regular year aid. There is no compliance standard established specifically for summer term or fifth year aid and there is no expectation that the need for these awards will arise at the same proportion as participation. Disproportionate awards for the summer term and fifth year student-athletes are not unusual. The essential consideration is whether female and male student-athletes have an equal opportunity to receive such awards. A review of the set policy for awarding summer term financial aid and fifth year aid shows it is equally available to male and female student-athletes who request aid, which suggests Boise State is in compliance with Title IX.

Boise State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2019 through June 30, 2020

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	5,817	45%
Female Students	7,218	55%
Totals	**13,035**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$ 4,554,854	54%	$ 374,908
Women's Teams	$ 3,920,875	46%	$ 183,195
Totals for All Teams	$ 8,475,729	**100%**	$ 558,103

Athletic Participation

	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
Sport	Men's Teams	Women's Teams	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Baseball	32	0	0	0	0	0
Basketball	17	20	0	0	0	0
Beach Volleyball	0	23	0	11	0	0
Cross Country	16	23	16	23	15	21
Football	109	0	0	0	0	0
Golf	11	8	0	0	0	0
Gymnastics	0	15	0	0	0	0
Soccer	0	35	0	0	0	0
Softball	0	23	0	0	0	0
Swimming and Diving	0	26	0	0	0	0
Tennis	9	13	0	0	0	0
Track, Indoor	26	32	26	32	16	23
Track, Outdoor	0	0	0	0	0	0
Volleyball	0	18	0	11	0	0
Wrestling	0	0	0	0	0	0
Others	0	0	0	0	0	0
Total Participants	**220**	**236**	**42**	**77**	**31**	**44**
Participant Proportion	**48.25%**	**51.75%**				
Unduplicated Count of Participants	**204**	**195**				

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$ 290,979	$ -	$ 290,979	$ 932,869	$ -	$ 932,869	$ (641,890)	$ -	$ (641,890)
Basketball	$ 5,198,696	$ 1,036,551	$ 6,235,247	$ 3,446,875	$ 2,482,994	$ 5,929,869	$ 1,751,821	$ (1,446,443)	$ 305,378
Beach Volleyball	$ -	$ 255,836	$ 255,836	$ -	$ 280,512	$ 280,512	$ -	$ (24,676)	$ (24,676)
Football	$ 20,292,836	$ -	$ 20,292,836	$ 14,605,795	$ -	$ 14,605,795	$ 5,687,041	$ -	$ 5,687,041
Golf	$ 98,335	$ 149,284	$ 247,619	$ 351,650	$ 365,031	$ 716,681	$ (253,315)	$ (215,747)	$ (469,062)
Gymnastics	$ -	$ 504,405	$ 504,405	$ -	$ 1,027,089	$ 1,027,089	$ -	$ (522,684)	$ (522,684)
Soccer	$ -	$ 417,077	$ 417,077	$ -	$ 984,663	$ 984,663	$ -	$ (567,586)	$ (567,586)
Softball	$ -	$ 362,894	$ 362,894	$ -	$ 824,893	$ 824,893	$ -	$ (461,999)	$ (461,999)
Swimming and Diving	$ -	$ 435,152	$ 435,152	$ -	$ 942,195	$ 942,195	$ -	$ (507,043)	$ (507,043)
Tennis	$ 209,878	$ 312,271	$ 522,149	$ 433,751	$ 598,903	$ 1,032,654	$ (223,873)	$ (286,632)	$ (510,505)
Track	$ 281,018	$ 322,976	$ 603,994	$ 829,655	$ 898,795	$ 1,728,450	$ (548,637)	$ (575,819)	$ (1,124,456)
Volleyball	$ -	$ 436,852	$ 436,852	$ -	$ 1,107,028	$ 1,107,028	$ -	$ (670,176)	$ (670,176)
Wrestling	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Totals for All Teams	**$ 26,371,742**	**$ 4,233,298**	**$ 30,605,040**	**$ 20,600,595**	**$ 9,512,103**	**$ 30,112,698**	**$ 5,771,147**	**$ (5,278,805)**	**$ 492,342**
Not Allocated by Gender/Sport			$ 12,065,324			$ 12,556,370			$ (491,046)
Grand Totals for Athletics			**$ 42,670,364**			**$ 42,669,068**			**$ 1,296**
Totals for All Sports Except Football & Basketball	$ 880,210	$ 3,196,747	$ 4,076,957	$ 2,547,925	$ 7,029,109	$ 9,577,034	$ (1,667,715)	$ (3,832,362)	$ (5,500,077)

Operating (Game Day) Expenses

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$ 128,930	$ -	$ 128,930	32	0	32	$ 4,029	$ -	$ 4,029
Basketball	$ 683,544	$ 446,419	$ 1,129,963	17	20	37	$ 40,208	$ 22,321	$ 62,529
Beach Volleyball	$ -	$ 10,762	$ 10,762	0	23	23	$ -	$ 468	$ 468
Football	$ 1,851,728	$ -	$ 1,851,728	109	0	109	$ 16,988	$ -	$ 16,988
Golf	$ 71,143	$ 50,154	$ 121,297	11	8	19	$ 6,468	$ 6,269	$ 12,737
Gymnastics	$ -	$ 118,127	$ 118,127	0	15	15	$ -	$ 7,875	$ 7,875
Soccer	$ -	$ 126,741	$ 126,741	0	35	35	$ -	$ 3,621	$ 3,621
Softball	$ -	$ 139,704	$ 139,704	0	23	23	$ -	$ 6,074	$ 6,074
Swimming and Diving	$ -	$ 179,496	$ 179,496	0	26	26	$ -	$ 6,904	$ 6,904
Tennis	$ 58,632	$ 44,243	$ 102,875	9	13	22	$ 6,515	$ 3,403	$ 9,918
Track	$ 82,004	$ 88,837	$ 170,841	42	55	97	$ 1,952	$ 1,615	$ 3,568
Volleyball	$ -	$ 164,026	$ 164,026	0	18	18	$ -	$ 9,113	$ 9,113
Wrestling	$ -	$ -	$ -	0	0	0	$ -	$ -	$ -
Totals for All Teams	**$ 2,875,981**	**$ 1,368,509**	**$ 4,244,490**	**220**	**236**	**456**	**$ 13,073**	**$ 5,799**	**$ 9,308**
Totals for All Sports Except Football & Basketball	$ 340,709	$ 922,090	$ 1,262,799	94	216	310	$ 18,964	$ 45,342	$ 64,306

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutonal Salary per Coach	$ 518,924	$ 117,269	$135,245	$53,600
Number of Coaches Used to Calculate Average	6	10	22	21
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	$ 568,165	$123,182	$ 159,111	$63,236
Full-Time Equivalents (FTEs) Used to Calculate Average	5.48	9.52	18.70	17.80

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	1		1						**1**
Basketball	1		1						**1**
Football	1		1						**1**
Golf	1		1						**1**
Tennis	1		1						**1**
Wrestling	0		0						**0**
Track & Field & Cross Country		1	1						**1**
Totals for Men's Teams	**5**	**1**	**6**	**0**	**0**	**0**	**0**	**0**	**6**
Women's Varsity Teams									
Basketball	1		1						**1**
Beach Volleyball					1		1		**1**
Golf					1		1		**1**
Gymnastics					1		1		**1**
Soccer	1		1						**1**
Softball					1		1		**1**
Swimming & Diving					1		1		**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Volleyball	1		1						**1**
Totals for Women's Teams	**4**	**1**	**5**	**0**	**5**	**0**	**5**	**0**	**10**

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team Full-Time	Assigned to a team Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned to Team Full-Time	Assigned to a team Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	2	1	2	1					**3**
Basketball	3		3						**3**
Football	10	4	10	4					**14**
Golf		1		1					**1**
Tennis	1		1						**1**
Wrestling	0	0	0	0					**0**
Track & Field & Cross Country		6	4	2		2	1	1	**8**
Totals for Men's Teams	**16**	**12**	**20**	**8**	**0**	**2**	**1**	**1**	**30**
Women's Varsity Teams									
Basketball	1		1		2		2		**3**
Beach Volleyball		1	1			1		1	**2**
Golf		1		1		1		1	**2**
Gymnastics	1		1		1		1		**2**
Soccer	2		2			1		1	**3**
Softball	1		1		1	1	1	1	**3**
Swimming & Diving	2		2			1		1	**3**
Tennis					1		1		**1**
Track & Field & Cross Country		6	4	2		2	1	1	**8**
Volleyball		1	1		2		2		**3**
Totals for Women's Teams	**7**	**9**	**13**	**3**	**7**	**7**	**8**	**6**	**30**

Idaho State University Gender Equity Narrative
February 2021

Idaho State University and the Department of Athletics are committed to providing quality opportunities and experiences to all student-athletes, and to compliance with Title IX of the Education Amendments of 1972.

In order to inform its long and short term efforts, Idaho State University executed an internal review of Title IX compliance relative to gender equity, and commissioned a comprehensive external gender equity review, the results of which were delivered early in 2019. Upon receipt, President Satterlee appointed a committee including representatives from Administration, Athletics, Faculty, Diversity and Inclusion, Human Resources, Financial Affairs, Student Affairs, and the student body to develop a Five Year Gender Equity Plan, which continues to guide our efforts. This narrative will outline steps taken to address recommendations of the external review, to demonstrate progress on the Five Year Gender Equity Plan, and to provide a snapshot of the current status of compliance.

Prong I of Title IX - Participation Proportionate to Enrollment

The 2019-2020 FTE at Idaho State University included 1,990 male students and 2,889 female students, representing 41% and 59% of FTE, respectively. This is a substantial change from the previous year, for which 45% of the FTE were men and 55% were women, making the burden to achieve proportionality greater. Trying to meet this constantly changing target, and one that can shift by so much in a single year, will be a challenge.

Total participation in intercollegiate athletics included 202 opportunities for men, and 205 opportunities for women, representing 49.5% participation for males and 50.5% for females. This ratio fails to meet the Proportionality Prong of Title IX by 6.5%, after taking into consideration the acceptable 1% margin. In the previous year, ISU was within 4%, however, the largest contributing factor this year was the 4% shift in enrollment at ISU.

For 2019-20, ISU Athletics imposed roster limits in the sports of Men's Basketball (17) and Football (100). In a continued attempt to make progress, ISU Athletics added a roster limit for Men's Indoor Track & Field, Men's Outdoor Track & Field, and Men's Cross Country in 2020-21, allowing a maximum total number of 79 opportunities across rosters, eliminating 5 opportunities for men from the previous year. Further measures are planned for 2021-22 to limit the Men's Tennis Roster to a maximum of 8, which will eliminate 2 opportunities and may take 2 years to reach due to existing scholarship commitments. Simultaneously, the department is working to offer increased female participation by adding a modest number of opportunities to rosters of existing women's teams as feasible.

Two factors which represent major challenges in achieving proportionality are (1) the changing proportions of men and women enrolled full time at ISU, and (2) the one time covid eligibility

extension granted by the NCAA due the pandemic, which will retain men and women alike on rosters across the country. In order to address the latter, Idaho State University will require men's teams to stay within roster limits unless approved in writing by the Director of Athletics, and women's teams will be permitted to take full advantage of covid extension waivers as desired.

Prong II of Title IX - History and Continuing Practice of Program Expansion for the Underrepresented Sex

Idaho State University currently offers 15 teams, six teams for men and nine teams for women, and aside from expanding rosters of current women's teams, has not added an additional women's sport in more than 5 years. In order to demonstrate a significant expansion of opportunities, Idaho State University will need to explore adding a women's sport in the future.

Prong III of Title IX - Full and Effective Accommodation of the Interests/Abilities of Underrepresented Sex

The determination of whether women are fully and effectively accommodated by the present program includes determining whether there is sufficient interest and ability among women for a viable team not currently offered in the intercollegiate program. The Athletic Director has been approached by one member of the public who requested Idaho State University consider the addition of Judo as an intercollegiate sport due to interest and ability in the region, and by three members of the public who advocate for the addition of wrestling.

A survey was conducted by the FAR and the Athletics Advisory Board (AAB) to gather data regarding the level of interest and ability with regard to potential women's sport additions. The most recent survey targeted all current full-time students at Idaho State University, and identified (1) swimming, (2) rugby and (3) beach volleyball as having the most significant interest. No steps were taken to begin long term planning for the addition of a women's sport due to the need for more statistically valid data, and due to the significant budget impacts of COVID-19.

Financial Aid

Each ISU female sport is funded to the NCAA maximum level of scholarships, while limits are imposed internally on men's tennis, track & field and cross country. In 2019-20, $2,517,715 or 52% of financial aid was distributed to male student-athletes and $2,312,529 or 48% of financial aid was distributed to female student athletes. As demonstrated on the chart below, this difference may be attributed to the fact that the Big Sky Conference Core Sports, which are required for membership, indicate a higher NCAA scholarship limit for men's sports than women's sports, 93.1 for men and 85 for women at full funding. While ISU limits men's scholarships to 90, it still represents 5 more full scholarships for men overall, accounting for the $205,186 inequity.

NCAA Scholarship Limits for Big Sky Conference Core Sports					
MEN			WOMEN		
SPORT	NCAA LIMIT	ISU FUNDING	SPORT	NCAA LIMIT	ISU FUNDING
Football	63	63	Softball	12	12
TF/Cross	12.6	10	TF/Cross	18	18
Basketball	13	13	Basketball	15	15
Tennis	4.5	4	Tennis	8	8
			Volleyball	12	12
			Golf	6	6
			Soccer	14	14
TOTAL	**93.1**	**90**	**TOTAL**	**85**	**85**

Efforts are made to ensure the NCAA maximums are awarded in all women's sports, but fluctuations occur in rosters with early graduations, transfers and recruiting gaps. The practice of allowing unutilized scholarship funds within a program to be spent to fund other areas of that program has been discontinued, eliminating an unintended incentive to "save" scholarship funds in order to supplement other budgetary needs in women's programs.

Equitable Treatment and Quality of Experience Within Programs

Providing a quality experience and appropriate support to all student athletes is the top priority of the Department of Athletics. While the long term goal is to achieve Proportionality, the short term goal is to provide an equal and quality experience for Bengal student-athletes across genders. We feel strongly that we must invest properly in existing opportunities before creating additional opportunities which could diminish overall quality of programs. Ensuring equitable, high quality experiences for all student athletes, and addressing specifically identified deficiencies in women's programs, has been the focus of program reallocations and investments.

Through last year's budget process, resources were reallocated to address areas of inequity. The largest inequity in 2018-19 was in the allocation of team recruiting budgets, which spent $166,316 recruiting for men's sports, and $74,043 recruiting for women's sports. Following an internal review of appropriate recruiting practices, real program needs based on roster

availability, and estimates by program of the cost to meet those needs, a budget reallocation was achieved resulting in $77,582 spent recruiting in men's sports and $64,231 recruiting in female sports. This adjustment to the budgeting process reduced the overall recruiting expense in athletics from $240,359 to $141,813, a net savings of approximately $100,000. This savings was reallocated to help sustain the budget enhancements which had been funded for one year by the one time increase in funding of $125,000 approved by the Idaho State Board of Education in 2019 to begin to address gender equity concerns.

Additional improvements in the treatment and experience of student athletes have been funded through budget reallocations and fundraising, as illustrated below:

INITIATIVE	REQUIRED FUNDING	FUNDING VEHICLE
Davis Field was completed in November of 2020 and represents the first time 139 student athletes, the majority of them female, in TFX and Soccer will be provided with a safe and proper competition and practice venue, as well as the opportunity to compete at home.	$7,400,000	Institutional Funds
An Assistant Strength and Conditioning Coach was hired in July of 2020, significantly improving the access to skilled coaching and instruction for women's teams.	$100,000 annually	Fundraising
Space was secured to construct and equip a golf practice facility, including golf simulators and other training aids. The women's golf team has never had access to an indoor training facility.	$25,000	Fundraising
A state of the art film room is currently under construction in Reed Gymnasium to serve the sports of Volleyball and Basketball. Previously space was difficult to secure and most teams were not able to convene to host film sessions as available space was only sufficient to accommodate football.	$50,000	Fundraising
For the first time, the Men's Tennis Team was provided with a locker room in the basement of Reed Gymnasium, with custom built lockers.	$10,000	Fundraising
The Women's Tennis Head Coach was extended a 12 month contract. Women's Tennis had previously only garnered a 9 month contract.	$10,000 annually	Budget Reallocation
Women's TFX budget was increased from $619K to $720K to allow for equitable travel, meals, and equipment.	$100,000 annually	Budget Reallocation
Women's Volleyball added a graduate assistant, increasing the availability of skilled instruction to 18 female student athletes.	$23,000 annually	Fundraising, NRTW
Secured state of the art athletic training and recovery equipment which has been provided to every athletic team equitably, providing equal and robust access to recovery tools across sports and genders.	$20,000	Fundraising

Secured an appropriate stock of TFX shoes to be able to distribute student athletes ample numbers of shoes for competition and practice, which requires multiple pairs annually. Previously budgets allowed for one pair of shoes annually, if "deemed necessary."	$15,000	Fundraising, Reallocation of Adidas Promotional Funds, Budget Reallocation
Purchased additional and up-to-date laundry equipment capable of providing laundry services across all teams in and equitable fashion.	$20,000	Budget Reallocation
Adjusted Supplemental Compensation in TFX, VB, Soccer, and Tennis to be more equitable with FB and BB.	$20,000 annually	Budget Reallocation
Purchased new net systems, padding and instant replay for women's volleyball. Previous equipment was more than 25 years old.	$15,000	Fundraising
Athletics has begun construction on women's golf lockers in Reed Gymnasium, located near their new practice venue. Lockers are being built to accommodate and securely store high value golf bags and clubs. Currently, golf student athletes have no storage available and store their clubs in their cars. This will fully address this need.	$10,000	Fundraising
Implemented the use of a universal player pack with standard items including travel suit, backpack, long sleeve t-shirt, tights, issued across all sports to ensure equity in basic gear.	$0	Reallocation of Equipment Budget
Beginning a project to install infrastructure to establish the ability to live stream ISU Women's Softball at Miller Ranch Stadium. Intended completion is Spring 2022.	$30,000	Fundraising, Gift in Kind
In preparation for progress in the area of access to quality instruction in the coming year, athletics is working through the budget process with the goal of identifying additional funds to add an additional assistant coach to the Track & Field / Cross Program.	$25,000 annually	Reallocation of Funds
Funded a nutrition budget to dramatically increase the product available to all student athletes for the purpose of recovery. Power Core products are now available across sports, when previously had been available only to football	$25,000 annually	Renegotiation of a vendor contract to include $25K in product
ISU Athletics will host an intercollegiate volleyball invitational in fall of 2021, with a goal of doing so annually. This initiative supports the provision of equitable scheduling and competition opportunities for 18 female student athletes.	$14,000 annually	Fundraising and Sponsorships

All of the improvements noted herein were elements of the 5 Year Gender Equity Plan. The Department of Athletics will continue to monitor progress and take steps to continually improve the level of Title IX Gender Equity Compliance on an annual basis.

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July 1, 2019 through June 30, 2020

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	1,990	40.8%
Female Students	2,889	59.2%
Totals	**4,879**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$ 2,517,715	52%	$ 77,582
Women's Teams	2,312,529	48%	64,231
Totals for All Teams	**$ 4,830,244**	**100%**	**$ 141,813**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	17	18	35				
Football	100		100	4		1	
Golf		9	9				
Soccer		28	28		1		
Softball		20	20				
Tennis	8	9	17				
Track & Field (Indoor)	34	43	77	34	43	13	18
Track & Field (Outdoor)	31	43	74	31	43	13	18
Cross Country	12	18	30	12	18	12	17
Volleyball		17	17				
Total Participants	**202**	**205**	**407**	**81**	**105**	**39**	**53**
Percentage of Total	**50%**	**50%**	**100%**				
Unduplicated Count	**155**	**143**	**298**				

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$1,221,275	$1,205,781	$ 2,427,056	$1,221,275	$1,205,781	$ 2,427,056	$ -	$ -	$ -
Football	$3,906,124		$ 3,906,124	$3,906,124		$ 3,906,124	0		$ -
Golf		156,985	$ 156,985		$156,985	$ 156,985		0	$ -
Soccer		708,906	$ 708,906		$708,906	$ 708,906		0	$ -
Softball		633,721	$ 633,721		$633,721	$ 633,721		0	$ -
Tennis	249,750	362,865	$ 612,615	$249,750	$362,865	$ 612,615	0	0	$ -
Track & Field & Cross Country	476,409	720,247	$ 1,196,656	$476,409	$720,247	$ 1,196,656	0	0	$ -
Volleyball		764,099	$ 764,099		$764,099	$ 764,099		0	$ -
Totals for All Teams	**$5,853,558**	**$ 4,552,604**	$ 10,406,162	**$5,853,558**	**$4,552,604**	$ 10,406,162	**$ -**	**$ -**	$ -
Not Allocated by Gender/Sport			3,175,444			3,175,444			$ -
Grand Totals for Athletics			**$ 13,581,606**			**$ 13,581,606**			$ -
Totals for All Sports Except Football & Basketball			$ 7,248,426			$ 7,248,426			$ -

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 360,551	$ 264,384	$ 624,936	17	18	35	$21,208.90	$ 14,688.01	$ 17,855.30
Football	$ 791,151		$ 791,151	100		100	$ 7,911.51		$ 7,911.51
Golf		35,206	$ 35,206		9	9		3,912	$ 3,911.75
Soccer		128,813	$ 128,813		28	28		4,600	$ 4,600.48
Softball		152,855	$ 152,855		20	20		7,643	$ 7,642.73
Tennis	40,787	31,157	$ 71,944	8	9	17	5,098	3,462	$ 4,232.03
Track & Field & Cross Country	81,543	75,461	$ 157,004	77	104	181		726	$ 867.42
Volleyball		142,275	$ 142,275		17	17		8,369	$ 8,369.14
Totals for All Teams	**$1,274,032**	**$ 830,152**	**$ 2,104,184**	**202**	**205**	**407**	**$6,307**	**$4,050**	**$5,170**
Totals for All Sports Except Football & Basketball			$ 688,098			272			$ 2,530

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	$ 78,514	$ 57,692	$ 40,884	$ 24,351
Number of Head Coaches Used to Calculate Average	5	8	16	13
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	$ 98,142	$ 72,683	$ 50,397	$ 36,513
Full-Time Equivalents (FTEs) Used to Calculate Average	4.00	6.35	12.98	8.67

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1			1	1		**2**
Totals for Men's Teams	**3**	**1**	**4**	**0**	**0**	**1**	**1**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						**1**
Golf		1		1					**1**
Soccer					1		1		**1**
Softball					1		1		**1**
Tennis					1		1		**1**
Track & Field & Cross Country		1	1			1	1		**2**
Volleyball					1		1		**1**
Totals for Women's Teams	**1**	**2**	**2**	**1**	**4**	**1**	**5**	**0**	**8**

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3	1	3	1					**4**
Football	8	1	8	1					**9**
Tennis									**0**
Track & Field & Cross Country		2	1	1		1		1	**3**
Totals for Men's Teams	**11**	**4**	**12**	**3**	**0**	**1**	**0**	**1**	**16**
Women's Varsity Teams									
Basketball	2		2		1	1	1	1	**4**
Golf						1	1		**1**
Soccer					1		1		**1**
Softball					1		1		**1**
Tennis						1	1		**1**
Track & Field & Cross Country		2	1	1		1		1	**3**
Volleyball	1		1			1		1	**2**
Totals for Women's Teams	**3**	**2**	**4**	**1**	**3**	**5**	**5**	**3**	**13**

The University of Idaho Athletic Department is committed to gender equity in all facets as directed by the Title IX Statute of 1972. Further, Title IX protocol is followed simply because we believe in its fundamental principle. The Office of Civil Rights issued an Intercollegiate Athletics Policy Interpretation in 1979 which is the major source for specific requirements of athletic programs and in addressing the three program components. As a civil rights law, two basic provisions are to be followed: equal access to programs and equal treatment once in the program. We incorporate these principles and policies into our daily routine to strive to meet the requirements.

Equal access will be addressed by the accommodation of interest and abilities and discussed in Section 1, Participation Opportunities. Section II will outline Financial Aid. The last section, Athletic Benefits and Opportunities will include (but is not limited to) the areas of equipment, travel, scheduling of contests and practices, salaries, facilities, medical and training facilities and services, recovery options, and academic support.

As discussed in last year's narrative, following an external consultant review, several gender equity recommendations were suggested. Due to the impact of the COVID-19 pandemic, these areas and all the program component areas-participation, financial aid, athletic benefits, and opportunities are still being reviewed and implemented by the newly appointed Director of Athletics and the Director of Compliance. A systemized approach of utilizing a three-year snapshot was implemented in Spring of 2020 and will continue to be used going forward.

I. Participation Opportunities.

2017-18 undergraduate enrollment percentages were:	Male-52.3%	Female-47.7%
Athletic participation was:	Male-55.0%	Female-45.0%
2018-19 undergraduate enrollment percentages were:	Male-51.9%	Female-48.1%
Athletic participation was:	Male-53.9%	Female-46.1%
2019-2020 undergraduate enrollment percentages are:	Male-51.1%	Female-48.9%
Athletic participation was:	Male-53.9%	Female-46.1%
2020-2021 undergraduate enrollment percentages are:	Male-48.0%	Female-52.0%
Projected Athletic participation is:	Male-53.0%	Female-47.0%

To begin addressing the proportionality gap, roster management was previously scheduled to be implemented in Fall of 2020. While the implementation process was started, the cancellation of Fall competitions given the COVID pandemic, student-athletes opting out (NCAA allowed), and various other challenges delayed full implementation. The plan is ongoing to assign our men's teams a maximum roster target number as well as assign the women's programs a minimum number to meet or exceed. In roster management implementation planning meetings with the current coaching staffs, these target numbers were deemed attainable. A number of these meetings were held in preparation for the 2021-2022 academic year. Of course, campus enrollment numbers and percentages fluctuate and thus it is challenging to hit upon the exact percentage number year in and year out. Athletics will adjust the

numbers as best as possible, however it is not feasible to hit a "moving" target of enrollment without denying promised participation opportunities to student-athletes.

II. Financial Aid

All coaches and sport programs at the University of Idaho are given the opportunity to offer the NCAA maximum scholarship limits of their sport. The actual scholarship dollars vary due to in-state and out-of-state tuition rates. There are no limits placed upon the sport regarding the location of where the student comes from and what they can offer. This allows our coaches to recruit across the country and internationally which is critical to bringing diversity into our programs and to campus. With this philosophy in place and the campus gender percentage fluctuation in enrollment, it is difficult if not almost impossible to be compliant with financial aid awards exactly matching campus enrollment participation percentages. Another challenge is not all coaches award the full number of scholarships, even though they are allowed the opportunity to do so. This occurs for various reasons, most frequently do to balancing out the number of incoming recruiting classes. Moving forward, coaches will be strongly encouraged to use all available scholarship allotments.

A summer school aid policy has been implemented to ensure equitable gender access to designated female and male sports and to correct eligibility issues. Certain sports, Football, Men's and Women's Basketball, and to some extent Volleyball and Women's Soccer, can utilize the summer period to train their teams with coaching staff or strength coaches present. The other sports that are offered at Idaho have restrictions in place that do not allow this practice opportunity with staff members present (unless there is a safety exemption). This opportunity skews the amount of aid offered as football has the largest NCAA scholarship limit of 63 and no other female sport has such high number. Our two largest women's sports do not have summer access opportunities which in theory could help offset the cost of funding football.

As noted in the 2019-2020 EADA report the Student Aid dollars awarded were:
57% males and 43% females.

III. Athletic Benefits and Opportunities

COVID-19 did impact planning that was previously noted to begin in Summer 2020. While not fully implemented, budget development and controls, reviewing spending, contract reviews, and benchmarking with conference members have begun and will continue until complete to ensure equitable policies and procedures are in place.

The UI Athletic Department continues to hold a weekly scheduling meeting to ensure all sports have equal access to facilities for practice and competition. Sports medicine, academic services, and the refueling station is open to all athletes equally, as are recovery services.

IV. Conclusion

As stated earlier, a three-year rolling report has begun to monitor all areas of Title IX and track not only progress but nuances. This report will also track trends and keep record of substantial differences between genders. A Gender Equity committee will be reactivated to monitor these trends and accomplishments.

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2019 through June 30, 2020

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	3,433	51.1%
Female Students	3,285	48.9%
Totals	**6,718**	**100.0%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$3,590,022	57%	$189,422
Women's Teams	2,740,261	43%	114,638
Totals for All Teams	**$6,330,283**	**100%**	**$304,060**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	17	13	30	1			
Football	108		108	2		1	
Golf	9	8	17				
Soccer		32	32				
Swimming & Diving		28	28				
Tennis	10	8	18				
Track & Field (Indoor)	27	31	58	27	31	12	12
Track & Field (Outdoor)	29	32	61	28	32	12	12
Cross Country	12	13	25	12	13	11	12
Volleyball		16	16				
Total Participants	**212**	**181**	**393**	**70**	**76**	**36**	**36**
Percentage of Total	**53.9%**	**46.1%**	**100%**				
Unduplicated Count	**171**	**137**	**308**				

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 1,457,371	$ 1,355,585	$ 2,812,956	$ 1,457,371	$ 1,355,585	$ 2,812,956	$ -	$ -	$ -
Football	5,662,737		5,662,737	5,662,737		5,662,737	-		-
Golf	305,861	374,921	680,782	305,861	374,921	680,782	-	-	-
Soccer		826,062	826,062		826,062	826,062		-	-
Swimming & Diving		615,718	615,718		615,718	615,718		-	-
Tennis	320,372	448,769	769,141	320,372	448,769	769,141	-	-	-
Track & Field & Cross Country	614,678	790,231	1,404,909	614,678	790,231	1,404,909	-	-	-
Volleyball		917,270	917,270		917,270	917,270		-	-
Totals for All Teams	**$ 8,361,019**	**$ 5,328,556**	**$ 13,689,575**	**$ 8,361,019**	**$ 5,328,556**	**$ 13,689,575**	**$ -**	**$ -**	**$ -**
Not Allocated by Gender/Sport			4,794,655			4,794,655			-
Grand Totals for Athletics			**$ 18,484,230**			**$ 18,484,230**			**$ -**
Totals for All Sports Except Football & Basketball	$ 1,240,911	$ 3,972,971	$ 5,213,882	$ 1,240,911	$ 3,972,971	$ 5,213,882	$ -	$ -	$ -

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 479,119	$ 444,965	$ 924,084	17	13	30	$ 28,183	$ 34,228	$ 30,803
Football	1,412,883		1,412,883	108		108	13,082		13,082
Golf	55,428	72,625	128,053	9	8	17	6,159	9,078	7,533
Soccer		173,665	173,665		32	32		5,427	5,427
Swimming & Diving		150,471	150,471		28	28		5,374	5,374
Tennis	80,536	58,903	139,439	10	8	18	8,054	7,363	7,747
Track & Field & Cross Country	64,936	64,739	129,675	68	76	144	955	852	901
Volleyball		199,104	199,104		16	16		12,444	12,444
Totals for All Teams	**$ 2,092,902**	**$ 1,164,472**	**$ 3,257,374**	**212**	**181**	**393**	**$ 9,872**	**$ 6,434**	**$ 8,288**
Totals for All Sports Except Football & Basketball	$200,900	$719,507	$920,407	87	168	255	$2,309	$4,283	$3,609

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	$86,905	$72,634	$63,952	$31,689
Number of Head Coaches Used to Calculate Average	5	7	16	11
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	$96,561	$78,221	$70,568	$39,508
Full-Time Equivalents (FTEs) Used to Calculate Average	4.50	6.50	14.50	8.82

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Totals for Men's Teams	**4**	**1**	**5**	**0**	**0**	**0**	**0**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						1
Golf					1		1		1
Soccer	1		1						1
Swimming & Diving	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Volleyball					1		1		1
Totals for Women's Teams	**4**	**1**	**5**	**0**	**2**	**0**	**2**	**0**	**7**

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3		3						**3**
Football	10	2	10	2					**12**
Golf		1		1					**1**
Tennis									**0**
Track & Field & Cross Country		3	2	1		4	1	3	**7**
Totals for Men's Teams	**13**	**6**	**15**	**4**	**0**	**4**	**1**	**3**	**23**
Women's Varsity Teams									
Basketball	1		1		2		2		**3**
Golf									**0**
Soccer	1		1			2		2	**3**
Swimming & Diving	1		1			1		1	**2**
Tennis		1		1		1		1	**2**
Track & Field & Cross Country		3	2	1		4	1	3	**7**
Volleyball	1	1	1	1	1		1		**3**
Totals for Women's Teams	**4**	**5**	**6**	**3**	**3**	**8**	**4**	**7**	**20**

Gender Equity – Narrative
Lewis-Clark State College

I. Participation Opportunities: Compliance for this component means meeting one test of the three-part test for participation opportunities. LCSC does not currently meet these criteria.

A. Proportionate to enrollment

Title IX compliance is assessed relative to interest and abilities, athletic financial aid and other program areas. Relative to interest and abilities and prong #1 of the 3 prong test, substantial proportionality, in FY20, athletic participation was 55% male to 45% female. LCSC's fulltime undergraduate enrollment in FY20 was 38% male and 62% female. This results in a 17% overrepresentation of male student-athletes. Prongs 2 and 3 look at the history and continuing practice of program expansion for the under-represented sex and full and effective accommodation of expressed interest and abilities of the under-represented sex. With these aspects of compliance in mind, LC State's 2-part Title IX Compliance Plan was accepted and approved by the SBOE in the spring of 2019. Part 1 of the Plan involves maximizing women's sport roster capacities with expansion which started in the fall of 2019. Part 2 involves the addition of a women's intercollegiate sport (e.g., soccer).

In order to achieve the roster goals in Part 1, coaching personnel, operating budgets and student-athlete scholarship dollars needed to be increased. In FY 2020, a total of 2.62 FTE were spread across three coaching positions, in essence moving the head women's and men's golf coach to full-time, and the assistant volleyball and assistant women's basketball coach from part-time to full-time, inclusive of fringe and benefits. In addition, a concerted effort to increase scholarship funding (through the Warrior Athletic Association and LC State Foundation) for athlete recruitment is continuing. In response to these efforts LC State's women's sport roster increased from a total of 81 19/20 to 98 20/21. This is especially noteworthy given the general negative impact on higher education enrollments associated with the pandemic. Finally, it is relevant that LC State's 20/21 coaching contracts were uniformly modified with language making roster growth and management a condition of supplemental compensation considerations.

For FY2021, despite austere budget realities, funding streams to support continued Plan progress are being implemented. Specifically, (1) Athletics' fundraising will, in essence, tax themselves 5% on dollars raised. These dollars will be allocated, under the direction of the Director of Athletics, to support operating expenses (OE) associated with expanded sport rosters; (2) a portion of alcohol sales during the NAIA World Series, will be directed toward Plan OE (currently on hold due to COVID restrictions); and (3) revenue captured in response to reduced travel expenses with the move from the Frontier to Cascade conference will be directed toward Plan OE (e.g., increased travel costs to accommodate expanded rosters).

B. Demonstrate continuing program expansion

Part 1 of the plan is the cornerstone of ongoing demonstration of a continuing practice of program expansion. The timeline for this part of the plan has been extended and will be ongoing. Part 2 of the LCSC Title IX Compliance Plan involves the addition of a women's sport. In 2010 LCSC engaged a sport-interest inquiry to determine which women's sport addition would have the greatest likelihood of success. Through that process it was determined that women's soccer should be LCSC's next sport addition

consideration. This determination was based on: (a) National and NAIA women's sport growth trends; (b) local/regional women's sport participation interests as reflected by high school sport participation (special attention was paid to local/regional high schools with the highest relative numbers of LCSC enrollment); (c) potential regional/conference competition opportunities; and (d) facilities needs and accessibility. At this time soccer is still the leading sport addition consideration. In support of this potential LC State has, for the past 2 years, listed Volmer Bowl/Sweeney Track acquisition and renovation among its top 3 Permanent Building Fund (PBF) request items. This facility is essential to advancing soccer as a future sport addition. To date, we have not secured funding support for this acquisition and renovation. LC State intends to continue putting this request forward and, now that the Schweitzer Career Technical Center is up and running, fundraising attention will shift to include this as one of the College's priorities.

C. Fully accommodate the interest and abilities of the underrepresented gender
Relative to Title IX compliance, given LC State's athletics history and tradition, LC State's compliance efforts are focused on growing women's sport participation, while holding men's sport participation relatively constant. Ultimately, Part 1 of the Plan implementation is projected to result in a net gain of 24 women's sport participants, which translates to 45% women's sport participation (3- to 5-year implementation timeline). Part 2 includes the addition of a women's sport (e.g., Soccer). The initial roster size is estimated at 20 participants, with a potential to grow to 28 participants within 3 years of sport launch. This sport addition would translate to 50% - 52% women's sport participation. Re-evaluation of substantial proportionality, which is a moving target pending enrollment trends, will need to be ongoing and will dictate next steps (e.g., plan part 3?). Note: in an effort to further guide assessment of this aspect of Title IX compliance, as of Fall 2020, LC State added sport participation specific questions to its annual student survey. These questions and the sport participation interest and abilities information the survey reflects will be used to help LC State meet its Title IX obligations.

II. Financial Aid: The Financial Assistance requirement of Title IX, requiring assistance to be substantially proportionate to the ratio of male and female athletes, is currently tilted toward females. Athletic student aid totals (allocation of actual resources in FY20) were 48.9% to males and 51.1% to females in comparison to the unduplicated participation rate of 56% males to 44% females. This results in a 7.3% proportional advantage for females. The recruitment efforts identified in the previous section will assist in progressing towards compliance by increasing female participation.

III. Equal Treatment of Programs: The benefits, opportunities, and treatments afforded sports participants are equivalent. LC State is compliant with the Equal Treatment of Programs requirement of Title IX. The LC State Athletics Department has adopted an intercollegiate athletics manual, with standardized policies and procedures that helps ensure ongoing compliance in this area.

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2019 through June 30, 2020

Revised Per COVID-19

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	827	38%
Female Students	1,338	62%
Totals	**2,165**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$834,365	48.87%	$7,096
Women's Teams	$873,112	51.13%	2,616
Totals for All Teams	**$1,707,477**	**100%**	**$9,712**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Baseball	40		40				
Basketball	17	12	29				
Golf	8	12	20				
Tennis	13	12	25				
Track & Field (Indoor)	24	28	52	23	28		
Track & Field (Outdoor)							
Cross Country	13	14	27	10	13		
Volleyball		17	17				
Total Participants	**115**	**95**	**210**	**33**	**41**	**0**	**0**
Percentage of Total	**55%**	**45%**	**100%**				
Unduplicated Count	**105**	**82**	**187**				

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$740,730		$740,730	$740,730		$740,730	$0		$0
Basketball	384,451	427,359	811,810	384,451	427,359	811,810	0	0	0
Golf	117,672	151,701	269,373	117,672	151,701	269,373	0	0	0
Tennis	141,930	125,779	267,709	141,930	125,779	267,709	0	0	0
Track & Field (Indoor)	10,833	45,221	56,054	10,833	45,221	56,054	0	0	0
Track & Field (Outdoor)							0	0	0
Cross Country	99,463	145,274	244,737	99,463	145,274	244,737	0	0	0
Volleyball		453,811	453,811		453,811	453,811		0	0
Totals for All Teams	**$1,495,079**	**$1,349,145**	**$2,844,224**	**$1,495,079**	**$1,349,145**	**$2,844,224**	**$0**	**$0**	**$0**
Not Allocated by Gender/Sport			849,482			784,977			64,505
Grand Totals for Athletics	**$1,495,079**	**$1,349,145**	**$3,693,706**	**$1,495,079**	**$1,349,145**	**$3,629,201**	**$0**	**$0**	**$64,505**
Totals for All Sports Except Baseball & Basketball	$369,898	$921,786	$1,291,684	$369,898	$921,786	$1,291,684	$0	$0	$0

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$63,830		$63,830	40		40	$1,596		$1,596
Basketball	63,551	73,991	137,542	17	12	29	3,738	$6,166	4,743
Golf	16,581	17,646	34,227	8	12	20	2,073	1,470	1,711
Tennis	15,337	17,054	32,391	13	12	25	1,180	1,421	1,296
Track & Field (Indoor)	5,665	5,385	11,050	24	28	52	236	192	213
Track & Field (Outdoor)									
Cross Country	20,987	20,776	41,763	13	14	27	1,614	1,484	1,547
Volleyball		60,425	60,425		17	17		3,554	3,554
Totals for All Teams	**$185,951**	**$195,277**	**$381,228**	**115**	**95**	**210**	**$1,617**	**$2,056**	**$1,815**
Totals for All Sports Except Baseball & Basketball	$58,570	$121,286	$179,856	58	83	141	$1,010	$1,461	$1,276

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	$32,340	$28,930	$10,900	$9,446
Number of Head Coaches Used to Calculate Average	6	6	13	10
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	$61,796	$55,280	$42,173	$39,195
Full-Time Equivalents (FTEs) Used to Calculate Average	3.14	3.14	3.36	2.41

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	1		1						1
Basketball	1		1						1
Golf						1	1		1
Tennis		1	1						1
Track & Field (Indoor)		1	1						1
Track & Field (Outdoor)									0
Cross Country		1	1						1
Totals for Men's Teams	**2**	**3**	**5**	**0**	**0**	**1**	**1**	**0**	**6**
Women's Varsity Teams									
Basketball	1		1						1
Golf						1	1		1
Tennis		1	1						1
Track & Field (Indoor)		1	1						1
Track & Field (Outdoor)									0
Cross Country		1	1						1
Volleyball	1		1						1
Totals for Women's Teams	**2**	**3**	**5**	**0**	**0**	**1**	**1**	**0**	**6**

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	2	1	2	1					**3**
Basketball		2		2					**2**
Golf		1		1		1		1	**2**
Tennis									**0**
Track & Field (Indoor)		5	1	4					**5**
Track & Field (Outdoor)									**0**
Cross Country		1	1						**1**
Totals for Men's Teams	**2**	**10**	**4**	**8**	**0**	**1**	**0**	**1**	**13**
Women's Varsity Teams									
Basketball						1	1		**1**
Golf		1		1		1		1	**2**
Tennis									**0**
Track & Field (Indoor)		5	1	4					**5**
Track & Field (Outdoor)									**0**
Cross Country		1	1						**1**
Volleyball		1	1						**1**
Totals for Women's Teams	**0**	**8**	**3**	**5**	**0**	**2**	**1**	**1**	**10**

SUBJECT

FY 2023 Budget Development Process (Line Items)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Policy, Section V.B.1.

BACKGROUND/ DISCUSSION

Idaho State Board of Education (Board)-approved budget requests for FY 2023 must be submitted to the executive and legislative branches [Division of Financial Management (DFM) and Legislative Services Office (LSO)] on September 1, 2021. To meet the annual September submission deadline, the Board has established a process for developing institutional budget line item requests. The first step is the approval of line item request guidelines at the April Board meeting. The institutions then use these guidelines to develop line item requests which are evaluated by the Board at its June meeting. The final budget request, which includes line items and maintenance of current operations (MCO) items (described below), is approved at the August meeting.

MCO requests are calculated using state budget guidelines and Board policy. MCO requests include funding for Change in Employee Compensation (CEC), health insurance cost increases, inflationary increases for operating expenses (including utilities), and state agency cost reimbursements (Treasurer, Controller, Risk Management, etc.). These items are calculated using rates established by DFM. Other MCO items include enrollment workload adjustment (EWA), replacement capital (i.e. equipment), and external non-discretionary adjustments such as health education program contract adjustments. Replacement capital requests take into account equipment depreciation schedules, and institutions may request one-time replacement capital in General Funds. An MCO budget is considered the minimum to maintain the current level of operations, while line items are requests for new or expanded programs, occupancy costs, and other initiatives deemed important by the Board, institution/agency, Legislature, or Governor.

The capital building budget request is a parallel process which flows through the Division of Public Works (DPW) and the Permanent Building Fund Advisory Council (PBFAC), with funding provided from the Permanent Building Fund (PBF). Agencies and institutions seek funding for major capital projects and major Alteration and Repair (A&R) maintenance projects through that process following Board approval.

FY2023 Line Item request guidelines. The following guidelines are proposed for the four-year college/university line item requests for FY2023. These guidelines are elective in nature for the community colleges in deference to the Community College's boards of trustees. The Board will consider how, in its submission to DFM, each institution will prepare budget requests for FY2023, whether it be

through line items request or additional requests based on the unpriced changes to operations initiated by the response to COVID-19 (Novel Coronavirus). Budget requests should focus on specific strategies or expanding proven and successful programs.

The purpose of this agenda item is to allow Board discussion for a strategic prioritization of budget requests in a year when the economic impact of the response to a pandemic creates need beyond the traditional line item and MCO requests. Further guidance may also be forthcoming at the completion of the Higher Education Funding Model Work Group.

IMPACT

The proposed guidelines for FY 2023 may include line item requests based on the template used for the past several years. The model allows for institutions to submit no more than two line items, with a combined value cap of 5% of the requesting institution's FY 2022 General Fund Appropriation. Currently, there are no restrictions on the number or size of formula-driven occupancy cost requests for newly-eligible space; however, in recognition of concerns around the escalating costs of new buildings, this is a component of the work being done on a new funding model.

When the guidelines for budget submissions are formalized, all requests should be clearly defined and follow the instructions and formats provided in the Budget Development Manual. If any proposed line item contains multiple elements, those elements should be prioritized to make them "scalable" in the event only partial funding is made available for the line item. Pursuant to the Board's annual planning calendar, draft budget requests from institutions/agencies are submitted along with the other agenda item materials for the June 2021 Board meeting. Final review and approval of line items is expected to take place at the August 2021 Board meeting.

ATTACHMENTS

Attachment 1 – Prior year guidelines template

STAFF COMMENTS AND RECOMMENDATIONS

While the work of the Funding Model Work Group continues, the new model will need further legislative input and is not certain to be implemented prior to the establishment of the FY2023 budgets. Until the State's budget strategy for higher education funding in FY2023 is clear, it is important that the institutions use due diligence in developing line item requests to meet their strategic needs and align with the strategic priorities of the Board.

BOARD ACTION

I move to direct the college and universities to limit Fiscal Year 2023 budget line items requests to up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution's FY2020 total General Fund

appropriation. Requests for occupancy costs for eligible space and faculty promotions will not count towards the two line item limit or the 5% cap.

Moved by_____ Seconded by_____ Carried Yes____ No____

AGENCY: Office of the State Board of Education Agency No.: 501 FY 2022 Request

FUNCTION: OSBE Administration Function No.: 02 Page ___ of __ Pages

Original Submission _X_ or

ACTIVITY: Board approved category Activity No.: Revision No. ___

A: Decision Unit No: **12.01** Title: **EXAMPLE** Priority Ranking 1 of 1

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	50,000				50,000
2. Benefits	25,000				25,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	75,000				75,000
OPERATING EXPENDITURES **by summary object:**					
1. Travel	5,000				5,000
TOTAL OPERATING EXPENDITURES:	5,000				5,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	3,000				3,000
TOTAL CAPITAL OUTLAY:	3,000				3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	83,000				83,000

Description:

[Insert narrative here.]

Questions:

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

4. What resources are necessary to implement this request?

    a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

    b. Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.

    c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.

    d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?

5. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

6. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

IDAHO STATE UNIVERSITY

SUBJECT

Planning and Design of College of Pharmacy Leonard Hall renovations

REFERENCE

June 2020	Idaho State Board of Education (Board) approved Six Year Capital Improvement Plan amendment to include Leonard Hall renovations.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1.

BACKGROUND/DISCUSSION

Idaho State University (ISU) seeks Board planning and design approval for future renovations to the home for the College of Pharmacy, Leonard Hall. Recently, ISU received a gift from the ALSAM Foundation for $7M in funding for this project. This approval will also enable ISU to actively fundraise for the remainder of the project as governed by Board policy V.K. The overall project cost is expected to be $16.7M. The renovation is expected to be 100% fundraised. ISU will not proceed past planning and design until the fundraising is complete.

The renovation plan for Leonard Hall transforms an extremely outdated office, classroom, and laboratory space into state-of-the-art functionality. Current laboratories require redesign to update and modernize. Further, currently there is not ADA accessibility into the lab spaces.

Laboratories are critical venues for student teaching and research in both graduate and PharmD programs. As part of the PharmD program, research facilities need to support the College of Pharmacy accreditation from the Accreditation Council for Pharmacy Education (ACPE). Poor laboratory conditions can compromise ACPE accreditation. The success of student tours during recruitment events and on-campus interviews of applicants for the PharmD program is negatively impacted by antiquated laboratories. Renovation of laboratories positively addresses key safety, recruitment, admissions, and accreditation issues facing the College of Pharmacy. Further, mechanical system improvements associated with the renovation will enhance efficiency and reduce operating costs.

ISU's renovation of Leonard Hall falls into two fundamental areas: laboratory renovation (2nd floor) and laboratory expansion (basement). The combination of these two areas provides a significant increase in square footage designated for research, while at the same time, reorganizing research around open laboratories and a pharmaceutical sciences core laboratory. The core laboratory will provide efficiencies that will reduce research costs and instrument duplication and provide a pharmaceutical industry-style training laboratory for students. The open

laboratory blocks and public spaces will provide increased collaborative interactions.

IMPACT

Approval for Planning and Design will allow ISU to move forward with fundraising for the project. ISU intends for this project to be completed entirely through philanthropic support. The total cost of the planning and design phase is expected to cost no more than $2M.

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University has indicated that the source of funding for the planning and design phase is via fundraising. This capital project is part of ISU's core mission and was included in its six-year capital plan. With a plan to support the cost of construction entirely through fundraising, ISU will not be required to use reserves or secure bonds in order to complete the renovations. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to implement the Planning and Design phases of the College of Pharmacy Leonard Hall renovations as outlined in Attachment 1 at a cost not to exceed $2,000,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT

Request for Bid, Award, and Construction authorization, proposed Idaho CAFE Research Dairy Facility, University of Idaho (UI), Rupert, Idaho.

REFERENCE:

August 2017	Idaho State Board of Education (Board) approved the UI FY2019 Six Year Plan which contained an item for the greater Idaho Center for Agriculture, Food and the Environment (CAFE) Initiative at a total, initiative cost of $45,000,000. Prior to FY2019, the CAFE Initiative was carried in previous iterations of the Six Year Plan under the acronym WIDE, at a cost to be determined.
February 2019	Idaho State Board of Education (Board) approved purchase of real property in Minidoka County for the purpose of supporting the establishment and construction of a Research Dairy Facility as a component of the greater Idaho Center for Agriculture, Food and the Environment (CAFE) Initiative.
May 2019	Executive Director of the Idaho State Board of Education (Board) approved purchase of real property in Jerome County for the purpose of supporting the establishment and construction of an Education and Outreach Center as a component of the greater Idaho Center for Agriculture, Food and the Environment (CAFE) Initiative.
December 2019	Idaho State Board of Education (Board) approved planning and design authorization for the Research Dairy Facility as a component of the greater Idaho Center for Agriculture, Food and the Environment (CAFE) Initiative.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Sections V.K.1, V.K.3.a, and V.K.4

BACKGROUND/DISCUSSION

This authorization request seeks to allow UI to proceed with the Bid, Award, and construction of the proposed Research Dairy Facility in Rupert, Idaho. The new facility supports the University of Idaho efforts to support the ongoing research, education and outreach missions of College of Agricultural and Life Sciences (CALS), the University of Idaho, and the State of Idaho dairy industry. The proposed facility is located on land purchased by the University of Idaho for this specific purpose in Rupert, Idaho.

The proposed Research Dairy Facility is one component of the greater Idaho Center for Agriculture, Food, and the Environment (CAFE) Initiative. The full, anticipated capital project cost of this proposed Research Dairy Facility is currently estimated $25,000,000.

Partial funding for this effort was achieved through a direct appropriation towards the greater CAFE Initiative by the State of Idaho in the amount of $10,000,000 in FY2018. The remaining funding is to consist of gifts and donations to the project, and funds from the University of Idaho.

Planning Background and Project Description

The University of Idaho proposes to construct a Research Dairy Facility to collaborate with and support the dairy industry within the State of Idaho.

The Research Dairy Facility, located in Minidoka County, will feature a state-of-the-art, up to 2,000 milking cow dairy facility, sophisticated wastewater and nutrient management systems, robotic milking systems, a central feed center, and various barn and out-building configurations as needed and required. In addition, the facility includes 492 acres of farmable land on which forage crops can be grown for feed and research crops could be grown and studied.

The design goal for the facility is maximize the ability to perform and monitor high-quality research in the following areas:

1. Nutrient and wastewater management
2. Technology development
3. Forage cropping and agronomy
4. Odor and emissions protection
5. Production management
6. Green energy production and energy-use conservation
7. Food Science: Health-enhanced dairy products and value-added byproducts
8. Biosecurity and bioterrorism prevention
9. Economics, sustainability, and labor management and
10. Animal health, productivity, and genetic improvement.

To this end, the proposed Research Dairy Facility will feature free stall and cross-ventilated barns and waste systems equipped with significant monitoring technologies. The facility will include various out-buildings and storage sheds as needed and required.

The vision is that the CAFE Research Dairy Facility will be a premier center for research, education, and outreach in livestock and agri-environmental science, and recognized internationally for its innovative research capabilities and scholarly efforts. CAFE will be a leader in fundamental and applied research of broad

interest to the dairy, beef, and environmental communities, and will support the specialized needs of the associated industries.

The CAFE Research Dairy Facility mission is to enhance the quality of life for the citizens of Idaho, the Pacific Northwest and the nation by furthering the educational and scientific mission of the University of Idaho and its public/private partners, by: (i) providing a state-of-the-art animal and agri-environmental facility capable of large-scale research delivering sound scientific results and educational opportunities to protect the air, land and water; (ii) improve the welfare and productivity of livestock; encourage the efficient use of energy and capital; and (iii) enhance workforce educational and economic development within the State of Idaho.

Planning and Design Authorization was granted in December 2019. The University of Idaho, in collaboration with the State Division of Public Works (DPW) have engaged Keller Associates Engineering, Meridian, to lead the design team, and the design process is currently underway. McAlvain Construction, Boise, is the selected CM/GC providing design phase, preconstruction services. The desire is to initiate construction in June of this year.

Authorization Request
This request is for the requisite Capital Project Construction Phase Authorization necessary to bid and construct the proposed Idaho CAFE Research Dairy Facility.

The total project effort, including the Construction Phase, is currently estimated at $25,000,000, to include design and construction costs and appropriate and precautionary contingency allowances.

The project is consistent with the strategic goals and objectives of UI and is fully consistent with UI's strategic plan, specifically:

- **Goal One, Innovate**:
  This project supports the growth of scholarly research activity at the University of Idaho. It provides support for creative research into solutions to the issues and concerns of the largest agricultural industry within the State of Idaho. Investigations into the environment such as soil health, nutrient management, and water use will support the citizenry.

- **Goal 2, Engage**:
  This project enhances and supports collaboration with the dairy industry within the State of Idaho. The project is vetted and supported by leaders and stakeholders of the Idaho dairy industry. It is the stated belief of the industry that the research supported by this project will result in a significant competitive advantage for Idaho's dairy industry in the marketplace.

IMPACT

The overall project effort is currently estimated to be $25,000,000.

Overall Project **Funding**		**Estimate Budget**	
State	$ 10,000,000	A/E & Consultant Fees	$ 1,635,944
Federal (Grant):		Construction	20,318,000
		Construction Cont.	2,031,800
Gifts and other		Owner Cost & FFE	413,550
Contributions	15,000,000	Project Cont.	600,706
Total	$ 25,000,000	Total	$ 25,000,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho continues to develop its CAFE project and the Research Dairy Facility, which will be a significant contribution to the U of I's work in this important agricultural initiative. The University indicates that in addition to the $10,000,000 already provided, $15,000,000 will be developed through fundraising and University resources. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for approval to bid and construct the proposed Idaho CAFE Research Dairy Facility as describe in the materials presented to the Board; and to authorize the University's Vice President for Finance and Administration to execute all documents as are necessary to carry out the actions authorized hereby.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
April 2021

History Narrative

Institution/Agency: University of Idaho **Project:** Capital Project Authorization Request, Planning, Programming and Design Phases, Proposed Idaho CAFE Research Dairy Facility, University of Idaho, Moscow, Idaho.

Project Description: A Capital Project to provide for the planning, programming and design of project to design and construct a proposed Research Dairy Facility as part of the Idaho CAFE Initiative in Minidoka County, near Rupert, Idaho.

Project Use: As currently envisioned, it is the intent of the University of Idaho to construct Research Dairy Facility, located in Minidoka County, which will feature a state-of-the-art, up to 2,000 milking cow dairy facility, sophisticated wastewater and nutrient management systems, robotic milking systems, a central feed center, and various barn configurations. In addition, the facility includes 492 acres of farmable land on which forage crops could be grown for feed and research crops could be grown and studied.

Project Size: TBD

Project Cost History:	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning*	Use of Funds Const.	Other**	Total Uses
Initial Cost of Project. Planning, Programming and Design Phase Authorization request. December 2019	$ 10,000,000	$ -	$ 15,000,000	$ 25,000,000	$ 3,500,000	$ 17,160,500	$ 4,339,500	$ 25,000,000
History of Revisions:								
Revised Cost of Project. Bid, Award, and Construction Phase Authorization request. April 2021	$ -	$ -	$ -	$ -	$ (1,864,056)	$ 5,189,300	$ (3,325,244)	$ -
Total Project Costs	$ 10,000,000	$ -	$ 15,000,000	$ 25,000,000	$ 1,635,944	$ 22,349,800	$ 1,014,256	$ 25,000,000

* Includes Design Phase Architectural and Engineering costs, costs related to design phase costs which are the Owner's responsibility such as Site Surveys, Geotechnical Reports, Environmental Assessments, etc. plus reasonable and rational contingencies related to the design phase activities.

** Owner's Costs, FFE, & Project Contingency

History of Funding:	PBF	ISBA	Other Sources of Funds: Institutional Funds (Gifts/Grants)	Other Sources of Funds: Student Revenue	Other Sources of Funds: Other	Total Other	Total Funding
Initial Project funding via a FY2018 State of Idaho Allocation.	$ 10,000,000	$ -	$ -	$ -	$ -	$ -	$ 10,000,000
Initial Cost of Project. Planning, Programming and Design Phase Authorization request. Dec 2019	$ -	$ -	$ 10,000,000	$ -	$ 5,000,000	$ 15,000,000	$ 15,000,000
Revised Cost of Project. Bid, Award, and Construction Phase Authorization request. April 2021	$ -	$ -	$ -	$ -	$ -	$ -	$ -
						-	-
Total	$ 10,000,000	$ -	$ 10,000,000	$ -	$ 5,000,000	$ 15,000,000	$ 25,000,000

UNIVERSITY OF IDAHO / BOISE STATE UNIVERSITY / IDAHO STATE UNIVERSITY / LEWIS-CLARK STATE COLLEGE

SUBJECT

Joint Purchasing Agreement between the University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College

REFERENCE

December 20, 2018 — The Huron Consulting Group, Inc., presented its final report on Administrative Review and Consolidation Assessment to the Idaho State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.
Section 67-2332, Idaho Code
Chapter 92, Title 67, Idaho Code

BACKGROUND/DISCUSSION

In December 2018, the Huron Consulting Group delivered a report, commissioned by the Board and with funding from the legislature, identifying opportunities for increased efficiency and effectiveness among the four four-year institutions of higher education. The resultant "Huron Report" identified shared purchasing efforts and contracts as one opportunity for the institutions to achieve financial savings. More recently, the Presidents Leadership Council made it a priority to identify how the institutions could implement that section of the Huron Report. This joint purchasing agreement is a result of these efforts, and is designed to allow the institutions to cooperate in purchasing efforts, such as negotiations or joint contracts, where the cooperation could result in financial savings to the institutions. The agreement is designed to be as flexible as possible, while taking advantage of the existing expertise within each institution. This agreement has been reviewed by legal counsel for each institution.

Idaho Code § 67-2332 recognizes the ability of state agencies to enter into contracts with other state agencies to "perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform, including, but not limited to joint contracting for services, supplies, and capital equipment…." However, that statute provides that the "contract shall be authorized by the governing body of each party to the contract." Thus, the institutions recommend that the agreement be approved separately by the Board of Regents of the University of Idaho, the Board of Trustees for Boise State University, the Board of Trustees for Idaho State University, and the Board of Trustees for Lewis-Clark State College. As such, four separate motions are set forth below.

IMPACT

The institutions believe that this agreement will result in financial savings through their joint purchasing efforts, although it is difficult to quantify the possible savings at this time.

ATTACHMENTS

Attachment 1 – Joint Purchasing Agreement

BOARD STAFF COMMENTS AND RECOMMENDATIONS

As a result of the Huron Consulting Group's report, the four four-year college and university presidents began working together to create efficiencies through collaboration. While the Board has continued to promote advancements in this direction, the Presidents Leadership Council has taken on the challenge of finding ways they can collaborate effectively. One of the key areas recommended by Huron was the creation of efficiency in instiutional purchasing, and the Board encouraged and supported the efforts of the presidents to advance this effort together.

As part of the shared purchasing initiative, the institutions determined the need for a Joint Purchasing Agreement that would establish clear guidance for the institutions. To acknowledge the system-wide approach of the institutions, the Board has before it a single item with four distinct motions representing the four institutions.

A project manager on contract with the Board Office, working with the Board's System Optimization Subcommittee, has been monitoring the significant progress made the by four institutions and the tremendous leaderships that the presidents have provided. This agreement creates the framework for the kind of system optimization envisioned by Huron, addressed by the college and university presidents, and implemented by the purchasing teams of each instiution. Staff recommends approval.

BOARD ACTION

As a member of the Board of Regents of the University of Idaho, I move that the Board of Regents of the University of Idaho authorize and approve the execution of the Joint Purchasing Agreement.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

As a member of the Board of Trustees of Boise State University, I move that the Board of Trustees of Boise State University authorize and approve the execution of the Joint Purchasing Agreement.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

As a member of the Board of Trustees of Idaho State University, I move that the Board of Trustees of Idaho State University authorize and approve the execution of the Joint Purchasing Agreement.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

As a member of the Board of Trustees of Lewis-Clark State College, I move that the Board of Trustees of Lewis-Clark State College authorize and approve the execution of the Joint Purchasing Agreement.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

JOINT PURCHASING AGREEMENT

This agreement is dated as of the last dated signature below and is by and between the University of Idaho (U of I), Boise State University (Boise State), Idaho State University (ISU), and Lewis-Clark State College (LC State), collectively referred to as "parties."

WHEREAS, all of the parties are public institutions of higher education located in the State of Idaho; and

WHEREAS, the Idaho State Board of Education commissioned a Huron Consulting Group Report, delivered in December 2018, to identify opportunities for increased efficiency and effectiveness among the parties; and

WHEREAS, the Huron Report identified shared purchasing efforts and contracts as one opportunity for the parties to achieve financial savings; and

WHEREAS, the parties desire to enter into this Joint Purchasing Agreement in an effort to increase efficiencies and reduce operating costs in order to help the parties achieve the possible financial savings identified by the Huron Report; and

WHEREAS, Idaho Code § 67-2332 recognizes the authority of public agencies to contract with other public agencies "to perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform, including, but not limited to joint contracting for services, supplies and capital equipment," and

WHEREAS, Idaho State Board of Education Policy V.I.1.c, which is applicable to all parties, provides that "[a]ll property that is not real property must be purchased consistent with Sections 67-9201 through 67-9234, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration;" and

WHEREAS, the U of I's purchasing policies are consistent with Idaho Code §§ 67-9201-9234.

NOW THEREFORE, the parties hereby enter into this agreement to consolidate, where appropriate, the purchasing authorities of each party under the following terms and conditions:

1. **Lead Institution:** U of I shall serve as the lead institution for this agreement.

2. **Joint Contracts:** The parties will cooperate to identify contracts for the purchase of goods and services in which the parties believe that a joint contract may result in financial savings through economies of scale, increased bargaining power, lower administrative costs, or other savings. In those situations, the purchasing directors of the parties who wish to participate in the acquisition will request and authorize the U of I to make the purchase and enter into a contract with one or more vendors for the benefit of one or more of the parties, following the U of I's purchasing policies and processes. No party is required to participate in any specific joint contract, except as provided in 2. c. below.

a. Recognizing that each party has areas of expertise and relationships with vendors unique to each individual party, the U of I may call upon the other parties to use their experiences, expertise, and relationships in situations which may result in financial savings for the parties. This may include, but is not limited to, authorizing another party to this agreement to engage in direct negotiations with a vendor for the benefit of one or more of the parties.

b. Pursuant to Idaho Code § 67-9225(2), ISU, Boise State, and LC State must use the State of Idaho's open contracts, unless they are able to obtain goods or services from a vendor that is not a party to the open contract at a price that is less than or equal to the price under the open contract.

c. Where another party has authorized U of I to make a specific purchase or enter into a contract on behalf of that party pursuant to section 2, that party must fulfill its commitment to participate in that contract to the extent the U of I relied upon that party's request and authorization to make a specific purchase or enter into a specific contract.

3. **Contractual Payments and Arrangements:** Recognizing that the parties purchase millions of dollars of goods and services each year from thousands of vendors, and a one size fits all approach may inhibit the ability of the parties to realize the goals of this agreement, the parties intend to allow the greatest flexibility under this agreement for contractual arrangements that will result in financial savings. Thus, contracts with vendors may require each party to enter into a separate agreement with a vendor pursuant to a master contract; may require the U of I to purchase the goods from a vendor, and another party to purchase the goods from the U of I; may require each party to create a separate account with vendors; or other contractual and financial arrangements which comply with all applicable state and federal laws, regulations, and Idaho State Board of Education policy. The parties agree to work cooperatively and in good faith with each other to help achieve the goal of financial savings for all parties.

4. **Board Approval:** When a contract requires approval by the Idaho State Board of Education, sitting as the Regents of the University of Idaho or the Board of Trustees for any of the other parties, pursuant to Board Policy V.I, the parties who will benefit from the proposed contract will jointly prepare an agenda item for submission to the Board.

5. **Dispute Resolution:** If there is a dispute regarding any provision of this agreement or a party's duties or obligation under this agreement, the purchasing directors for each of the four parties will make a good faith attempt to discuss and resolve the dispute. If the dispute is not resolved at that level, the dispute shall be taken to the Vice-President to which the purchasing division of each party reports for resolution of the dispute.

6. **Term:** This agreement shall remain in effect until terminated by any party. Any party may terminate its participation in this agreement effective June 30 of any year by providing written notice to the other parties no later than March 30 of the year of termination of the agreement. Any contracts or agreements entered into with third party vendors pursuant to this agreement shall remain in effect through the term of that

contract, and the party(ies) benefiting from that contract shall continue to fulfill its obligations under that contract until the termination of that contract.

7. **Review:** The parties shall meet at least once per year to review the efficacy of the agreement, and shall discuss the following: 1) whether this agreement has been effective in meeting the goals of realizing financial savings and increased efficiency among the parties; and 2) whether any improvements can be made to the operations under this agreement to better achieve the stated goals.

8. **Notices:** Any notices under this agreement shall be provided to the following:

For the U of I:

Vice-President for Finance and Administration
875 Perimeter Dr., MS 3168
Moscow, ID 83844-3168

For Boise State:

Vice-President and Chief Financial Officer
1910 University Drive
Boise, ID 83725-1200

For ISU:

Vice President for Finance & Business Affairs
Idaho State University
921 South 8th Ave., Stop 8219
Pocatello, ID 83209

For LC State:

Vice-President for Finance and Administration
500 8th Avenue
Lewiston, ID 83501

ACKNOWLEDGMENT

The parties to this agreement, by the signatures below of their authorized representatives, acknowledge having read and understood the agreement and agree to be bound by its terms and conditions. Each party is signing this agreement on the date stated opposite that party's signature.

REGENTS OF THE UNIVERSITY OF IDAHO:

Date: _____ By: _____
C. Scott Green, President

BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY:

Date: _____ By: _____
Marlene Tromp, President

BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY:

Date: _____ By: _____
Kevin Satterlee, President

BOARD OF TRUSTEES OF LEWIS-CLARK STATE COLLEGE:

Date: _____ By: _____
Cynthia Pemberton, President

At a meeting on ____, the Regents of the University of Idaho and the Board of Education in its capacity as the Board of Trustees of Lewis-Clark State College, Idaho State University and Boise State University, approved the institutions' execution of this agreement.

LEWIS-CLARK STATE COLLEGE

SUBJECT

Ellucian Colleague License Renewal

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.

BACKGROUND/DISCUSSION

Lewis-Clark State College (LCSC) has utilized Ellucian's Colleague Enterprise Resource Planning (ERP) system since 1992. The contract has been renewed annually. Due to the rising cost of technology and financial constraints, LCSC seeks to enter into a five-year contract at a savings to the institution. The contract is estimated at $1.6M over a five-year period and the savings over annual renewals exceeds $150,000. A five-year contract aligns LCSC with other higher education institutions' renewal timelines and affords a savings opportunity as we explore a common ERP for higher education. At this time, four out of eight institutions (LCSC, CWI, CEI and NIC) are currently contracting with Ellucian for the Colleague ERP; two (ISU and UI) are contracted with Ellucian for the Banner ERP.

IMPACT

A five-year contractual period allows LCSC to have a five percent versus seven percent ERP software technology increase per year.

ATTACHMENTS

Attachment 1 – Proposed Ellucian Colleague ERP Contract

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho State Board of Education's direction to move forward with the planning phase for a common Enterprise Resource Planning (ERP) system and the timeframe for actualizing that decision have resulted in challenges in determining whether multi-year contracts such as the one proposed here by LCSC are in the strategic best interest of the system. Huron's initial timeline, delayed somewhat by COVID, anticipated a three-year process for the assessment and planning phase, with the length of implementation to be determined thereafter. Although full funding for an ERP planning phase was presented as a budget request and recommended by the Governor as part of the Building Idaho's Future initiative, the appropriation (H338 (2021)) proposed would only fund 25% of the planning phase, thus extending the timeline to create an ERP convergence. This five-year contract allows LCSC to extend its ERP contract with Ellucian until the timeline for that ERP convergence is developed at a reasonable price. Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to enter into a contract with Ellucian for $1,601,992 over a term of five-years as set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LICENSE EXCHANGE AND ENHANCEMENT ORDER FORM

This Order Form is between **ELLUCIAN COMPANY L.P.** ("Ellucian") and **LEWIS-CLARK STATE COLLEGE** (the "Client"). This Order Form amends the General Terms and Conditions Agreement dated December 21, 1992 between the parties (the "Agreement"). Capitalized terms in this Order Form shall have the same meaning given to such terms within the Agreement unless redefined herein.

Under the Agreement, Ellucian granted Client a perpetual right of use for certain systems of software. Subject to the terms and conditions of the Agreement as modified by this Order Form, Client and Ellucian hereby terminate Client's license for the "**Terminated Perpetual Software**" identified in Exhibit 1 hereto in consideration for a license to use certain software, as identified in the **Subscription Software Table** below, on a term-of-years basis ("**Subscription Software**") and/or certain other software, as identified in the **Cloud Software Table** below, on a term-of-years, Ellucian cloud-provided basis ("**Cloud Software**"). Client is retaining its perpetual license to use certain other Continuing Perpetual Software (as that term is defined below), all subject to the terms and conditions of the Agreement as modified by this Order Form. Accordingly, Ellucian and Client, intending to be legally bound, agree as follows:

Software Term. For purposes of both the Subscription Software and the Cloud Software licensed under this Order Form, the "Software Term" consists of the period of time from the last day of the month of execution of this Order Form (the "Beginning Date") until June 30, 2026 (the "Expiration Date"). At the end of the Software Term (unless otherwise specified in the Documentation or this Order Form), Client's license to access and use the Subscription Software and the Cloud Software will automatically renew for consecutive Contract Years on a year-to-year basis extending the Expiration Date and the Software Term by a year each time, unless either party notifies the other in writing of its intent not to effect such renewal at least ninety (90) days prior to the then-current Expiration Date; automatic renewal beyond the Software Term will be subject to an increase of up to seven percent (7%) annually, for each such renewal Contract Year, in addition to applicable third party fee increase (if any), unless and until the parties execute a written amendment or subsequent order form for a committed renewal term.

Termination of License for Terminated Perpetual Software. Client's license to use the Terminated Perpetual Software is terminated thirty (30) days following the Beginning Date.

Grant of Licenses Pursuant to This Order Form. Licenses granted pursuant to this Order Form are for Client's internal use only and are subject to all use restrictions and limitations set forth in the Agreement and this Order Form, including referenced attachments. Ellucian grants Client a non-exclusive, non-transferable license to use the Subscription Software and Cloud Software, for Client's internal use, only during the Software Term specified herein, for the fees specified herein. Third party owners of Software licensed or provided for use by Ellucian are third party beneficiaries of this Order Form with regard to each such owner's respective products. Client acknowledges that Subscription Software that replaces the Terminated Perpetual Software has been delivered. Ellucian will provide the necessary process and procedure for Client's access to the Cloud Software within thirty (30) days of the Beginning Date.

Continuing Perpetual Software. Notwithstanding the termination of Client's license to use the Terminated Perpetual Software as provided for in this Order Form, Client has an ongoing license for use of certain other systems of software as more particularly identified in Exhibit 2 hereto (the "**Continuing Perpetual Software**"), as previously licensed between the parties. In order to align Software Support Services for the Continuing Perpetual Software to the Software Term applicable to Subscription Software and Cloud Software licensed under this Order Form, the parties hereby amend, renew, and extend Software Support Services for the Continuing Perpetual Software (only) for a term commencing on the Beginning Date through the Expiration Date ("Extended Maintenance Term").

SUBSCRIPTION SOFTWARE TABLE [1,2,3]	
Description	**Fee**
Colleague Enterprise (includes Communications Management, Demographics, Electronic File Programming (ELF), Cash Receipts, Facilities Profile, Scheduling & Staff Information, Accounts Receivable, General Ledger, Workflow Management System) **Activities and Events** **Unrestricted Colleague Users for SQL Database** [4]	Included
Colleague Student and Financial Aid (includes Admissions, Degree Audit, Curriculum Management, Faculty Information, Academic Records, Registration, Student Refunds, EDI SPEEDE Transaction Sets, Admissions Application Interface (Electronic Application Utility), Workflow Definition Tool for Student, Colleague Retention Alert, Colleague Instant Enrollment) **Campus Organization** **Residence Life**	Included
Colleague Student Planning	Included
Colleague Self-Service Financial Aid	Included
Colleague Finance (includes Accounts Payable, Purchasing, Workflow Definition Tool for Finance) **Budget Management** **Fixed Assets** **Projects Accounting**	Included
Colleague Human Resources (includes Workflow Definition Tool for HR) **Payroll** **Position Management**	Included
Colleague ODS DataOrchestrator	Included
System Management Colleague Data Defense, Colleague Studio Application Development Environment, Source Code, Web Generator	Included

CLOUD SOFTWARE TABLE [1,5]	
Description	**Fee**
Ellucian Intelligent Learning Platform for Canvas [2,6]	Included
Ellucian Experience Premium	Included
Ellucian On Demand Training (licensing for up to 35 Named Users) [7]	Included

PAYMENT SUMMARY FOR SUBSCRIPTION SOFTWARE AND CLOUD SOFTWARE	
TOTAL (for Contract Year ending June 30, 2021) (to be prorated, if applicable)	**$278,814**
TOTAL (for Contract Year beginning July 1, 2021)	**$278,814**
TOTAL (for Contract Year beginning July 1, 2022)	**$287,179**
TOTAL (for Contract Year beginning July 1, 2023)	**$295,794**
TOTAL (for Contract Year beginning July 1, 2024)	**$304,668**
TOTAL (for Contract Year beginning July 1, 2025)	**$313,808**

Professional Services. Ellucian agrees to provide Client with the Professional Services identified in the Professional Services Table below (the "Services"), for the additional fees set forth in that Table, on the terms and conditions set forth in the Agreement as modified by this Order Form. Where a number of hours is specified within this Order Form for Ellucian's delivery of Professional Services on a time and materials basis, the associated fees shown herein represent a good faith estimate based on the information available to Ellucian as of the Execution Date; the total fees payable for Professional Services may vary based on the actual number of hours of services required to complete the services and the rate that is applicable during the period of Ellucian's delivery of the services. In performing its

obligations with respect to services identified herein, Ellucian may use a combination of remote services, centralized services, and onsite services, using personnel worldwide.

PROFESSIONAL SERVICES TABLE			
Description [8]	**Hours**	**Rate** [9]	**Fee** [10,11]
Colleague Student Campus Organizations	8	$250	$2,000
Colleague Core Activities and Events	27	$250	$6,750
Colleague Finance Budget Management	16	$250	$4,000
Colleague Finance Projects Accounting	16	$250	$4,000
Project Management	7	$250	$1,750
Ellucian Experience Essentials	Fixed Fee [12]	Fixed Fee [12]	$15,000
TOTAL PROFESSIONAL SERVICES FEES:			**$33,500**

Notes to Tables:

1 For a description of the product details and the terms of service, see www.ellucian.com/contracts-and-documentation.

2 Pricing in this Order Form allows for up to a tier threshold of 3,499 (the "Contracted FTE"). The annual fees shown in the Cloud Software Table do not include implementation/setup services.

3 Subscription Software includes Software Support Services at the Advantage Plus Maintenance Level without additional charge.

4 **Unrestricted Use**: Client's "Unrestricted Colleague Users for SQL Database" license will grant the Client an unrestricted license for Colleague Users for SQL Database ("Users"). The "Scope of Use" includes use of the Software for Client's own internal purposes on Client's premises. The Scope of Use excludes use of the Software for either (i) support of an online university or (ii) acquired or divested entities not operating under Client's logo.

5 Cloud Software includes Software Support Services for such Cloud Software at the Subscription Advantage Maintenance Level without additional charge.

6 Client previously obtained a license to Ellucian Intelligent Learning Platform for Canvas pursuant to an Order Form dated December 23, 2020 (the "Prior ILP Order Form"); the parties hereby cancel the Prior ILP Order Form effective on the Beginning Date specified herein so that the same Ellucian Intelligent Learning Platform for Canvas may be licensed under this Order Form on the terms herein stated. Client will remain liable for payment of fees as and when due under the Prior ILP Order Form through the Beginning Date specified herein, and in the event that Client prepaid fees under the Prior ILP Order Form for any period beyond the Beginning Date, such prepaid fees will be credited against the fees due under this Order Form. Effective on the Beginning Date, neither party will owe the other any prospective obligation under the Prior ILP Order Form.

7 Client is granted a right to access and use the Ellucian-proprietary self-paced, web-based training programs ("Web-Based Training Programs") that Ellucian makes available during the applicable Software Term. Within thirty (30) days of the Beginning Date and upon receipt of user account information from Client, Ellucian will make available to Client the most current version of the Web-Based Training Programs for the Baseline version of Ellucian Software. Further, provided that Client pays Ellucian the applicable subscription fees specified in this Order Form, Ellucian will, during the applicable Software Term, make available to Client each new version of the Web-Based Training Programs will be made available via the website as soon as reasonably practicable after the same become generally available to Ellucian licensees in each instance. Client will only have the right to use the Web-Based Training Programs in connection with its license to use the corresponding Software, and Client's right to use the Web-Based Training Programs will be subject to and limited by the licensing terms of the Agreement. All Web-Based Training Programs are owned by and constitute copyrighted and confidential information of Ellucian. Client is expressly prohibited from placing on or otherwise making any Web-Based Training Programs, in whole or in part, available from any website, including any website maintained, operated, or authorized by Client.

8 For a description of the services identified in this Order Form, see the Statement of Work which may be downloaded at the following URL: https://na11.springcm.com/atlas/Link/Document/15591/c2f1f98c-b885-eb11-9c3c-d89d6716196d/4df2f98c-b885-eb11-9c3c-d89d6716196d.

[9] Hourly rates specified in this table will be held in place for this project for a period beginning on the Execution Date and ending eighteen (18) months later.

[10] Client is advised that Ellucian personnel rendering services bill for travel time, preparation time, and follow-up time, as applicable.

[11] Where a number of hours is specified in the table with an associated hourly rate, the "Fee" is a good faith estimate based on the information available to Ellucian at the time of execution of this Order Form. The total amount that Client will pay for these services will vary based on the actual number of hours of services required to complete the services and the rate that is applicable when the services are rendered.

[12] Fixed Fee services fees will remain valid for a period of one (1) year following the Execution Date; Client must schedule delivery of Fixed Fee services within the one (1) year period or additional charges may apply.

Invoicing. Fees for Software Support Services, Subscription Software, and Cloud Software are payable on the basis of a "Contract Year" (consisting of twelve (12) consecutive months beginning July 1) during the Software Term unless otherwise provided herein or in the Exhibits hereto. As applicable based upon the specific products identified in this Order Form, Ellucian will invoice Client:

- on an annual basis, in advance of each applicable Contract Year for Subscription Software and Cloud Software (fees for the initial Contract Year will be invoiced on the Execution Date and may be prorated, if applicable, for a partial initial Contract Year depending upon the Execution Date)
- on an annual basis, in advance of each applicable Contract Year for Software Support Services fees applicable to the Continuing Perpetual Software (fees for the initial Contract Year will be invoiced on the Execution Date and may be prorated, if applicable, for a partial initial Contract Year depending upon the Execution Date);
- on the Execution Date for all Professional Services to be performed on a fixed fee basis;
- monthly on an as-incurred basis in arrears for all Professional Services to be performed on a time and materials basis as well as for reimbursable travel and living expenses and other applicable charges in accordance with the terms of the Agreement if Ellucian's performance of any Professional Services involves onsite delivery (unless the service rate(s) identified in the Professional Services Table indicate that travel and living expenses are included).

Payment Terms. Unless a different payment obligation is specified in the Agreement, Client's payments under this Order Form are due within thirty (30) days of the date(s) of invoice(s).

By the execution below, each party represents and warrants that it is bound by the signature of its respective signatory for this non-cancelable Order Form. Except as expressly amended by this Order Form, the terms of the Agreement remain unchanged and in full force and effect; any fees due under this Order Form are in addition to and not in lieu of fees already due or scheduled to come due under the Agreement. Client has not relied on the availability of either any future version of any software or any future software product or service.

Ellucian		**Client**	
By:	_____	**By:**	_____
	Authorized Signature		*Authorized Signature*
Name:	_____	**Name:**	_____
	Printed		*Printed*
Title:	_____	**Title:**	_____
Date:	_____	**Date:**	_____

The later date of signature above is the "Execution Date" of this Order Form.

The pricing contained in this Order Form is valid only if the Execution Date occurs on or before June 30, 2021.

Client Billing Contact Information:

Name: _____

Address: _____

City, State, Zip: _____

Email Address: _____

PO# (if applicable) _____

Client Cloud Software Provisioning Contact Information:

Name: _____

Title: _____

Email: _____

EXHIBIT 1

TERMINATED PERPETUAL SOFTWARE TABLE: [1]

Description
Colleague Core
Colleague Finance System
Colleague Student System
Colleague Student Planning
Colleague Self-Service Financial Aid
Colleague Studio
Colleague ODS DataOrchestrator Standalone
Colleague Users
Rocket Application Server
Colleague Electronic Application Utility

Notes to Terminated Perpetual Software Table:

[1] Prior to the Execution Date of this Order Form to which this Exhibit 1 is attached, Client paid Ellucian certain fees as Software Support Services for the Terminated Perpetual Software, either under the Agreement or under a separate maintenance agreement ("Maintenance Agreement"). Client's obligation to pay Ellucian Software Support Services fees for the Terminated Perpetual Software identified in the Terminated Perpetual Software Table below is terminated as of the Beginning Date. Client will receive a credit for any prepaid Software Support Services for the Terminated Perpetual Software for the period commencing on the Beginning Date or will be billed for the Software Support Services for the Terminated Perpetual Software through the Beginning Date, as applicable.

EXHIBIT 2

CONTINUING PERPETUAL SOFTWARE TABLE: [1,2,3]

Description	Maintenance Level	Base Year Fee (for Contract Year ending June 30, 2021)
Official Payments eCommerce	Advantage Plus	Included
Rocket RDBMS AE Users	Advantage Plus	Included
Ellucian Maintenance Advantage Plus	Advantage Plus	Included
TOTAL BASE YEAR SOFTWARE SUPPORT SERVICES FEE:		**$6,016**

Notes to Continuing Perpetual Software Table:

1 Ongoing Software Support Services. Client will continue to pay Ellucian Software Support Services fees for the Continuing Perpetual Software as provided in the parties' existing underlying Maintenance Agreement through the Beginning Date. During the Extended Maintenance Term, Ellucian will continue to provide Software Support Services (including Maintenance) on the Continuing Perpetual Software in accordance with the terms and conditions of the Maintenance Agreement and Client will pay the fees specified in the Continuing Perpetual Software Table annually, in advance, on the basis of a Contract Year; (ii) for each Contract Year throughout the Extended Maintenance Term, Software Support Services fees may increase by not more than five percent (5%) over the amount payable for Software Support Services for the immediately preceding Contract Year and will be specified by Ellucian in an annual invoice issued at least thirty (30) days before the start of the applicable Contract Year for which such Software Support Services fees are being remitted, with payment due within thirty (30) days of the date of each such invoice; and (iii) absent any further amendment or extension with respect to continuing Software Support Services beyond the Extended Maintenance Term, Software Support Services fees for each subsequent Contract Year after the Extended Maintenance Term will be specified by Ellucian in an annual invoice and will increase over the immediately preceding Contract Year's fee by not more than seven percent (7%).

2 For a description of the product details and the terms of service, see www.ellucian.com/contracts-and-documentation.

3 In addition to the Maintenance identified in the table above, Client currently has additional Software under Software Support Services through June 30, 2021, including Colleague 25Live Interface; Ellucian eCRM Premium and Standard Named Users; Ellucian CRM Recruit (on premise), including users; CRM Recruit Additional Server; and Recruit Student Worker/Call Center Block. The fees for Software Support Services for the products identified in this Note 3 are not included in the table above and would be in addition to the Base Year fee identified above. Client may terminate Software Support Services for Colleague 25Live Interface effective June 30, 2021 if Client provides notice of its intent to do so by March 31, 2021, in which event neither party would owe the other any prospective obligation with respect to Colleague 25Live Interface. Software Support Services for Ellucian eCRM Premium and Standard Named Users; Ellucian CRM Recruit (on premise), including users; CRM Recruit Additional Server; and Recruit Student Worker/Call Center Block will continue on a year-to-year basis outside the terms of this Order Form and thus these products are excluded from the definition of Continuing Perpetual Software. Software Support Services fees for the Contract Year ending June 30, 2022 for Ellucian eCRM Premium and Standard Named Users, Ellucian CRM Recruit (on premise), including users, CRM Recruit Additional Server, and Recruit Student Worker/Call Center Block are as shown in the table below, and such fees will renew and escalate annually in accordance with the terms of the Maintenance Agreement unless and until Client notifies Ellucian of its intent to discontinue same (which may be effective only as set forth in the Maintenance Agreement).

Description	Maintenance Level	Base Year Fee (for Contract Year ending 6/30/22)
Ellucian CRM Premium Named Users	Advantage Plus	Included
Ellucian CRM Standard Named Users	Advantage Plus	Included
CRM Recruit (on premise) (including users)	Advantage Plus	Included
CRM Recruit Additional Server	Advantage Plus	Included
Recruit Student Worker/Call Center Block	Advantage Plus	Included
TOTAL BASE YEAR SOFTWARE SUPPORT SERVICES FEE:		**$54,988**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	FEDERAL CORONAVIRUS RELIEF FUNDING UPDATE	Information Item
3	NONPUBLIC EDUCATOR PREPARATION PROGRAMS	Information Item
4	ESSA WAIVER TO ADDRESS FEDERAL ACCOUNTABILITY REQUIREMENTS FOR SY 2020-2021	Action Item
5	BILITERACY DIPLOMA: IDAHO SEAL OF BILITERACY	Action Item
6	CURRICULAR MATERIALS SELECTION COMMITTEE APPOINTMENTS	Action Item
7	PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Action Item
8	CLARK COUNTY SCHOOL DISTRICT NO. 161 – OUT-OF-STATE TUITION WAIVER	Action Item

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board, including:

- Legislative Update
- Post Legislative Tour Information
- Spring Assessment Windows
- Literacy Summit
- Professional Development

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Federal Coronavirus Relief Funding Update

REFERENCE

March – April 2020	The Board has received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 10, 2020	The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely;
July 15, 2020	The Board approved a methodology and grant application for $30,000,000 from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee.
August 26, 2020	The Board approved a methodology and allocation for $1,000,000 from the ESSER 10% SEA reserve funds for social emotional and behavioral health supports.
October 21, 2020	The Board received a CARES Act funding source and equitable services update.
February 17, 2021	The Board received a CARES Act funding update and a CRRSA Act overview.

BACKGROUND/DISCUSSION

The Coronavirus Aid, Relief, and Economic Security Act (CARES Act), signed into law March 27, 2020, provides financial relief to local educational agencies (LEAs) from the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Coronavirus Relief Fund through the Governor's Coronavirus Financial Advisory Committee. The CARES Act allowed the SEA to reserve up to 10 percent of the Elementary and Secondary School Emergency Relief (ESSER) Fund for grants to LEAs to be used for emergency needs as determined by the SEA to address issues responding to COVID-19. These funds must be awarded by May 18, 2021, and expended by September 30, 2022. At its July 15, 2020 meeting, the Board adopted the funding distributions, which included $3.785 million for distance/blended learning with a priority for a learning management system (LMS). At the July 15 meeting, the Board also approved a methodology and grant application for $30 million in funding from Idaho's relief funds through the

Governor's Coronavirus Financial Advisory Committee to close the digital divide. A Review Committee was convened to read the applications and make recommendations for funding.

The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act was signed into law December 27, 2020. Included in the CRRSA Act, the performance period for the CARES Act Coronavirus Relief Fund was extended from December 30, 2020 to December 31, 2021. DFM will close the Coronavirus Relief Funds June 30, 2021, which means SDE's last GRA payment to LEAs will be made June 25, 2021.

The CRRSA Act provides Idaho an additional $195,890,413 for K-12 public education under ESSER II. Of this amount, 90% or $176,301,372 has been allocated to local education agencies (LEAs) based on each LEA's proportional share of Title I-A funds for 2020-2021. The remaining 10%, or $19,589,041, represents a state set-aside reserve for emergency needs as determined by the SEA to address issues responding to coronavirus, including measuring and addressing learning loss. Of these state set-aside funds, $979,452 may be used for administrative costs. The State Department of Education (SDE) has requested $300,000 of these funds to administer the program. All CRRSA Act ESSER I and ESSER II funds must relate to preventing, preparing for, and responding to COVID-19.

Additionally, the Governor's Emergency Education Relief (GEER) Fund includes a separate program of Emergency Assistance for non-Public Schools (EANS) for which eligible non-public schools may apply to an SEA to receive services or assistance related to the pandemic. The EANS Certification and Agreement application was submitted to and approved by the U.S. Department of Education on February 11, 2021. The State Board identified the State Department of Education as the administrator of this program.

IMPACT

This agenda item will provide the Board with an update on the status of the CARES Act and the CRRSA Act funds and the EANS program.

ATTACHMENTS

Attachment 1 – CARES Act and CRRSA Act Update

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The CARES Act established multiple funds dedicated to addressing impacts to education due to the 2019 Novel Coronavirus (COVID-19) pandemic, two of these provide allocations at the state level, while a third fund, the Higher Education Relief Act is distributed directly to the postsecondary institutions. The two funds that provided allocations at the state level are the Governor's Emergency Education Relief (GEER) Fund and the Elementary and Secondary School Emergency Relief (ESSER) Fund. The CARES Act ESSER Fund allocated funds to the state

education agencies based on the same proportion as states receive funds under Part A of Title I of the Elementary and Secondary Education Act in fiscal year 2019. Idaho's share of this fund was $47,854,695. From this amount a minimum of $43,069,20226 (90%) had to be distributed to the local education agencies (LEA) based on the LEA's proportional share of the state's Part A, Title I funds. These funds are then distributed based on each LEA's propositional share of Part A, Title I funds received in 2019. Not all LEA's receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEA's share of eligible Title I students. Up to 10 percent (10%) of these funds, $4,785,470, may be reserved by the SEA "to be used for emergency needs as determined by the SEA to address issues responding to COVID-19." States have one year from date of the federal ESSER award to award or subgrant the funds.

The Coronavirus Response and Relief Supplemental Appropriations Act, 2020 (CRRSA Act) expanded the ESSER Fund. These funds appropriated through the CRRSA Act are being referred to as the ESSER II funds. Attachment 2 provides a comparison chart provided by the US Department of Education outlining the differences between the ESSER I and ESSER II funds. The ESSER I and ESSER II funds must be accounted for separately and reported on separately. Local education agencies must pull down and use all of their ESSER I dollars prior to pulling down any ESSER II dollars.

The ESSER II Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020. Idaho will receive $195,890,413 in ESSER II funding. Of this amount, at least $176,301,372 must be distributed to local education agencies based on the Title I distribution methodology. Like ESSER I, 10% of the funds may be reserved for use by the SEA. Of these reserve funds ½ of 1% of the total award may be used for administrative costs. The SEA 10% reserve is $19,589,041, of this, up to $979,452 could be used for administrative costs. The State Department of Education (SDE) has requested spending authority for $300,000 of these funds to administer the program.

Due to the timing of the enactment of the CRRSA Act and when Idaho's legislature convenes, spending authority for ESSER II funds is provided through the legislative budget process either as supplemental appropriation for the public schools budget FY 2021 budget or spending authority in the FY 2022 public schools budget.

At the April 5, 2021 Special Board meeting the Board approved use of a portion of the ARP ESSER SEA reserve funds, pending legislative action granting spending authority of the federal funds for FY 2022.

BOARD ACTION

This item is for informational purposes only.

3.2.2021

The following data tables and an LEA Expenditure by Grant Report are published at https://www.sde.idaho.gov/federal-programs/cares-act/index.html

CARES Act FY20 and FY 21 DRAW DOWN OVERVIEW (as of 2.26.2021)

CARES ACT GRANTS	Appropriated	Allocated	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total Recipient	Recipient Count - Draw Down	Percentage Recipient that have drawn down funds
CARES Coronavirus Relief - CFAC								
CARES Coronavirus Relief - CFAC - Special Distribution	$99,272,500	$99,272,496	$90,833,744	$8,438,752	91.50%	183	171	93.44%
CARES Coronavirus Relief - CFAC - Technology	$1,000,000	$985,052	$926,470	$58,581	94.05%	59	58	98.31%
CARES Coronavirus Relief - CFAC - Blended Learning	$24,920,000	$24,476,828	$21,625,903	$2,850,925	88.35%	174	160	91.95%
CARES Coronavirus Relief - CFAC - Non ESSER I	$1,000,000	$901,263	$688,691	$212,572	76.41%	53	42	79.25%
CARES Coronavirus Relief - CFAC - Child Nutrition	$2,000,000	$1,723,004	$1,664,049	$58,955	96.58%	107	102	95.33%
CARES ESSER I								
CARES ESSER I - Flow Through	$43,069,226	$43,069,226	$14,321,851	$28,747,375	33.25%	154	103	66.88%
CARES ESSER I - State Set-Aside LMS	$3,785,469	$3,785,469	$1,646,078	$2,139,391	43.48%	182	71	39.01%
CARES ESSER I - State Set-Aside SEL	$1,000,000	$1,000,000	$199,917	$800,083	19.99%	182	64	35.16%
CARES Child Nutrition State Grant								
CARES Child Nutrition State Grant	$45,582,200	$45,514,586	$45,514,586	$0	100.00%	207	207	100.00%
Grand Total	**$221,629,395**	**$220,727,923**	**$177,421,289**	**$43,306,634**				

3.2.2021

CARES Act FY20 & FY21 REIMUBRSEMENTS BY CATEGORY (as of 2.26.2021)

CARES ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
CARES Coronavirus Relief - CFAC											
CARES Coronavirus Relief - CFAC - Special Distribution	$64,242,130.68	$4,768,011.88	$237,512.54	$14,752,904.84	$6,736,595.88	$63,472.19	$31,405.90	$1,710.32	$0.00		$90,833,744
CARES Coronavirus Relief - CFAC - Technology	$0.00	$82,082.48	$0.00	$608,560.18	$235,827.69	$0.00	$0.00	$0.00	$0.00		$926,470
CARES Coronavirus Relief - CFAC - Blended Learning	$1,382,395.92	$1,604,187.58	$230,826.82	$12,476,132.53	$5,796,991.75	$0.00	$134,992.08	$0.00	$376.11		$21,625,903
CARES Coronavirus Relief - CFAC - Non ESSER I	$193,282.59	$59,356.37	$2,250.00	$358,277.04	$75,427.07	$0.00	$0.00	$97.58	$0.00		$688,691
CARES Coronavirus Relief - CFAC - Child Nutrition	$166,266.64	$1,200.00	$0.00	$1,462,346.15	$3,431.91	$27,261.51	$0.00	$3,542.34	$0.00		$1,664,049
CARES ESSER I											
CARES ESSER I - Flow Through	$8,279,541.57	$804,875.68	$31,978.62	$3,956,474.48	$1,071,529.31	$32,544.66	$111,655.42	$669.80	$32,581.68		$14,321,851.22
CARES ESSER I - State Set-Aside LMS	$33,288.77	$876,014.37	$16,669.60	$571,916.85	$104,871.00	$0.00	$15,534.84	$0.00	$27,783.04		$1,646,078.47
CARES ESSER I - State Set-Aside SEL	$67,820.09	$38,312.65	$20,186.15	$65,530.75	$0.00	$0.00	$3,920.00	$3,315.64	$831.32		$199,916.60
CARES Child Nutrition State Grant											
CARES Child Nutrition State Grant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$45,514,586	$45,514,586
Grand Total	**$74,364,726**	**$8,234,041**	**$539,424**	**$34,252,143**	**$14,024,675**	**$123,278**	**$297,508**	**$9,336**	**$61,572**	**$45,514,586**	**$177,421,289**
Percentage	**41.9142%**	**4.6410%**	**0.3040%**	**19.3055%**	**7.9047%**	**0.0695%**	**0.1677%**	**0.0053%**	**0.0347%**	**25.6534%**	**100.00%**

The SDE has moved to a weekly GRA reimbursement schedule. Reimbursement requests received by 5:00 p.m. on Thursdays are processed on Friday. Expenditure reports continue to be updated the middle and end of each month.

Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), ESSER II

- Awaiting JFAC spending authority.
- 24 LEAs have expended all of their ESSER I funds and another 13 LEAs have less than $10,000 in ESSER I. These LEAs are either ready or just about ready for ESSER II funds.

CRRSA, Emergency Assistance to Non-Public Schools (EANS)

- Idaho's EANS Certification and Agreement application has been approved by the U.S. Department of Education.

3.2.2021

- $19,381,608 is available for non-public schools, which includes $200,000 for administration. Any EANS funds not obligated within 6 months, must be returned to the Governor's office.
- Informational information was previously emailed/sent to more than 100 potentially eligible non-public schools.
- A jot form application for the non-public schools has been developed and will go out shortly.

PROFESSIONAL STANDARDS COMMISSON

SUBJECT

Nonpublic Educator Preparation Programs

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, 33-1207A, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION

Effective July 1, 2020, in accordance with amendments to Section 33-1207A, Idaho Code, already approved nonpublic educator preparation program reviews for continuing approval shall be limited to verification of substantive alignment with knowledge or equivalent standards set forth in the core standards of the initial standards for teacher certification.

Two (2) of Idaho's nonpublic, traditional teacher preparation programs, Brigham Young University-Idaho and College of Idaho, have confirmed they do not wish to be held accountable to CAEP accreditation standards. The third of Idaho's nonpublic teacher preparation programs, Northwest Nazarene University, is CAEP accredited and will continue to seek CAEP accreditation. Brigham Young University-Idaho intends to seek national accreditation through AAQEP.

IMPACT

Brigham Young University-Idaho and College of Idaho, already approved non-public educator preparation providers, will not be reviewed against CAEP standards in future educator preparation program reviews.

ATTACHMENTS

Attachment 1 – Letter from Brigham Young University-Idaho dated Friday, February 5, 2021
Attachment 2 – Letter from College of Idaho dated January 27, 2021

STAFF COMMENTS AND RECOMMENDATIONS

The 2020 legislature approved amendments to Section 33-1207A, Idaho Code, limiting the evaluation and review of approved non-public educator preparation programs to verification that candidates:

(i) Hold a bachelor's degree from an accredited four (4) year institution;
(ii) Submit to a criminal history check as described in section 33-130, Idaho Code;
(iii) 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 knowledge or equivalent standards set forth in the initial standards for teacher certification, if any; and

(iv) Pass pedagogical training in substantive alignment with knowledge or equivalent standards set forth in the core standards of the initial standards for teacher certification, if any.

While these provisions do not limit the criteria the Board uses to provide initial approval of an educator preparation program, it does limit the review of any approved program for continued approval as an educator preparation program. These provisions apply to non-public traditional programs like those approved programs offered by NNU and BYU-Idaho as well as non-traditional non-public programs line Teach for America and ABCTE.

The criteria outlined in subparagraphs (iii) and (iv) are codified in the Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Administrative Code, IDAPA 08.02.02. These standards set out the minimum standards each traditional and non-traditional educator preparation program in Idaho must meet to be considered for approval.

The current codified version of the standards establish minimum "core" instructional standards and then additional content area standards as applicable to the various subject area endorsements. Additionally, pupil services staff standards are specific to each occupational area covered by pupil service staff endorsements (school counselor, nurse, psychologist, etc.). Pursuant to Section 33-107A, Idaho Code, individuals on an interim certificate, regardless of the program associated with it, have a statutory requirement to also complete "a state-approved reading instruction" to receive full certification. In recent years, the Board has asked for additional emphasis in the core standards to focus on culturally relevant education, college and career counseling/advising methods, social emotional learning, and literacy instruction.

The State Department of Education is currently facilitating a process for amending these standards that include significantly restructuring the programs. It will be important that the final version of the standards is clear which portions of the standards are equivalent to the current "knowledge" portions of the standards. Once a program is approved, including specific endorsement area programs, they will no longer be able to be evaluated against any accreditation standards, even if they choose to maintain accreditation. This will also hold true for program specific accreditation, a nursing program or school social work program.

BOARD ACTION

This item is for informational purposes only.

From: Gardner, Scott
To: Helen Henderson; Lisa Colon Durham; Nygaard, Jackie
Cc: Christman, Van; Jones, Brian
Subject: HB 599, BYU-I response
Date: Friday, February 5, 2021 10:02:19 AM

Lisa and Helen, thank you for taking the time to clarify and specify how HB 599 affects the non-public educator preparation providers in the state. BYU-Idaho desires to provide a high-quality education program that will bless both our students and the state of Idaho. After careful consideration and coordination with our Education Coordinating Council, representing all of our various content programs, we have decided to no longer be held accountable to CAEP standards as part of our state approval process.

With that said, we are also eager to maintain high standards and continue in a steady upward course of continual improvement. To that end, we have decided to pursue AAQEP accreditation independent of our state review process. We believe that AAQEP provides not only a nationally recognized certification but does so in a manner that fits well with our institution and its mission.

We so appreciate all the work that you two are doing to benefit EPPs and the students in Idaho. We look forward to continuing to work closely with you and the other institutions as we all strive for continual improvement.

Scott Gardner
Dean, Teacher Preparation Programs
BYU-Idaho
208-496-4012

THE COLLEGE of IDAHO

Education Department
2112 Cleveland Blvd.
Caldwell, ID 83605

Idaho Professional Standards Commission
PO Box 83720
Boise, ID 83620-0027

January 27, 2021

Dear Lisa and Helen:

As requested in your January 25, 2021 email, I write to notify you that, in accordance with changes to Idaho Code Section 33-1207A, The College of Idaho no longer wishes to be held accountable to the CAEP accreditation standards.

Sincerely,

Kevin M. Talbert, PhD
Chair, Education Department
The College of Idaho

David Douglass, PhD
Provost and Dean of Faculty
The College of Idaho

SUBJECT

ESSA Waiver to Address Federal Accountability Requirements for SY 2020-2021

REFERENCE

August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the US Department of Education.
December 2018	Board received the Accountability Oversight Committee 2018 Student Achievement Report and Recommendations.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.
August 2019	State Board received an assessment and accountability update.
March 23, 2020	The Board waived the requirement for the spring 2020 ISAT administration and approved the waiver to be submitted to the U.S. Department of Education requesting flexibility in the ESEA accountability provisions.
April 6, 2020	The Board received an update from the State Superintendent of Public Instruction on the availability of additional waivers from the US Department of Education.
April 13, 2020	Board approved a waiver for submission to the U.S. Department of Education of several reporting and accountability requirements outlined in the Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math and Science, in grades 3-8 and high school for the 2019-2020 school year.
October 2020	The Board received an update on assessment administration and accountability calculations for the 2020-2021 school year.
January 2021	The Board approved an accountability addendum based on existing U.S. Department of Education guidance for modifying calculations and identifications following the 2020-2021 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code
Administrative Code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

BACKGROUND/DISCUSSION

The current state accountability system was established by the Board through the rulemaking process in 2016 and accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes measures of performance and growth based on student performance on the ISAT summative assessments in English Language Arts/Literacy and Math.

On October 20, 2020 the U.S. Department of Education released a preliminary template and guidance for an "Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency." This addendum was for states to use in proposing limited, one-time changes to their accountability plan based on the ongoing effects of the assessment data disruptions associated with COVID-19. The U.S. Department of Education originally indicated states needed to submit their addendum requests by February 1, 2021.

In response, the State Department of Education worked with the Board's Accountability Oversight Committee (AOC) during November and December of 2020 to draft an addendum. Under the addendum, Idaho would extend its long-term goals by one year, pause identification of low performing schools and exit schools out from being identified where possible, and utilize a modified academic growth calculation to address missing data from 2020. The Board approved this addendum in a January 4, 2021 meeting. The State Department of Education posted the Board-approved addendum for public comment on January 6, 2021.

On January 19, 2021, the U.S. Department of Education released a final addendum template and guidance. This information was consistent with the preliminary addendum information, with the exception of extending the submission deadline and inviting states to submit a separate waiver request for Targeted Support and Improvement (TSI) identification. As a statutory requirement, TSI identification was not subject to the addendum itself. Based on this information, the State Department of Education extended the public comment period for the addendum until February 5, 2021 and drafted a TSI waiver request that it posted for public comment from February 15 through March 5, 2021.

On February 19, 2021, the State Department of Education submitted the addendum request to the U.S. Department of Education and indicated that a subsequent TSI waiver request would be forthcoming. On February 22, 2021, the U.S. Department of Education released new guidance inviting states to apply for a more comprehensive accountability and identification waiver.

The State Department of Education has drafted a proposed accountability waiver consistent with the previously-approved addendum decisions, along with additional modifications reflecting the new flexibility introduced by the U.S. Department of Education.

IMPACT

The proposed waiver will ensure Idaho is able to pursue accountability calculation and determination decisions following SY 2020-2021 that comply with final U.S. Department of Education requirements.

ATTACHMENTS

Attachment 1 – Idaho accountably waiver
Attachment 2 – Accountability waiver Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans.

In addition to codifying Idaho's accountability framework requirements for state and federal accountability in administrative rule, IDAPA 08.02.03.112.04. provides that the State Board of Education is responsible for determining methodologies for reporting progress and determining performance on the accountability measures. Any changes to the state accountability framework or the state comprehensive assessment program identified in IDAPA 08.02.03 must be promulgated through the negotiated rulemaking process prior to those amendments being made in the ESEA Consolidated State Plan. Methodologies for determining progress, setting growth and achievement targets, or identifying schools based on the performance measures can be changed through Board action without having to amend or waive any provisions in IDAPA 08.02.03. As the SEA, any amendments or requests for waivers to the ESEA Idaho Consolidated State Plan must be approved by the Board. Any amendments or waivers that conflict with the accountability provisions in IDAPA 08.02.03 would also require a waiver or amendment to those provisions. IDAPA 08.02.03, sets out the metrics used for school and district accountability

and designates the State Board of Education as the body responsible for setting annual measurable progress goals and outcomes for schools not meeting those goals. Due to this flexibility, any amendments to the school identification process only require approval of a waiver or amendment to the provisions established in Idaho's Consolidated State Plan.

The waiver the Board is being asked to consider at this time would waive:

(a) Measure progress toward long-term goals and measurements of interim progress, meaningfully differentiate on an annual basis, and participation rate below 95% and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020-2021 school year.
(b) Report card provisions related to accountability (see attachment 1 for specific areas)

Additionally, as part of the waiver process, Idaho will also be committing to:

(a) Making publically available chronic absenteeism data; and
(b) Making publically available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by student subgroups, to the extent such data are collected at the state or LEA level.

And assuring that:
(a) Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year, except for comprehensive support and improvement schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.
(b) Idaho will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

BOARD ACTION

I move to approve the waiver request of provisions in the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) as provided in Attachment 1 and authorize the State Superintendent of Public Instruction to submit the waiver request on behalf of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

This template is an example that may be used for the submission of a request for waivers of accountability, school identification, and related reporting requirements under the Elementary and Secondary Education Act of 1965, as amended. Note that a State educational agency is not required to use this template. For assistance on this accountability waiver template, or to discuss assessment flexibility that a State may need based on the specific circumstances within the State, please contact OESE.Titlei-a@ed.gov.

The Honorable Ian Rosenblum
Deputy Assistant Secretary for Policy and Programs, Delegated the authority to perform the functions and duties of the Assistant Secretary for Elementary and Secondary Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Deputy Assistant Secretary Rosenblum:

I am writing to request a waiver, pursuant to section 8401 of the Elementary and Secondary Education Act of 1965 (ESEA), of the following requirements as a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19):

State: ***Idaho***

Please check all that apply:

☑ Accountability and school identification requirements in ESEA sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020- 2021 school year.

☑ Report card provisions related to accountability in ESEA section 1111(h) based on data from the 2020-2021 school year. These include:

- Section 1111(h)(1)(C)(i)(I)-(IV) and (VI) *(Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools).*
- Section 1111(h)(1)(C)(iii)(I) *(Other Academic indicator results for schools that are not high schools).*
- Section 1111(h)(1)(C)(v) *(School Quality or Student Success indicator results).*
- Section 1111(h)(1)(C)(vi) *(Progress toward meeting long-terms goals and measurements of interim progress).*
- Section 1111(h)(2)(C) with respect, at the local educational agency (LEA) and school levels, to all waived requirements in section 1111(h)(1)(C).

Consistent with the requirements of ESEA section 8401(b)(1)(C), describe how the waiving of such requirements will advance student academic achievement.

Waiving the accountability provisions above will advance student academic achievement by allowing stakeholders to focus on using this year's assessment data to mitigate any learning loss. To support the gathering of that type of actionable data for the statewide assessments in English Language Arts and Mathematics, Idaho has extended the test window, introduced an adjusted test blueprint to shorten testing times, and made remote testing available when needed. The state has set clear expectations for broad participation that will provide critical data about student performance. However, some districts and schools may still face challenges in testing all students. Temporarily waiving the adjustment of proficiency rates for participation below 95 percent would avoid penalties for districts and schools making a good faith effort to test all students and ensure that reported data better reflect actual performance. Extending this flexibility to not identify schools for comprehensive, targeted, or additional targeted support and improvement following school year 2020-2021 is consistent with Idaho's proposed emphasis on using this year's data to inform teaching and learning, rather than high-stakes accountability.

Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to maintain or improve transparency in reporting to parents and the public on student achievement and school performance in school year 2020-2021, including the achievement of subgroups of students, I assure that:

☑ The State will make publicly available chronic absenteeism data, either as defined in the State's School Quality or Student Success indicator, if applicable, or ED*Facts*, disaggregated to the extent such data are available by the subgroups in ESEA section 1111(c)(2), on State and local report cards (or in another publicly available location).

☑ The State will make publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by the subgroups in ESEA section 1111(c)(2), to the extent such data are collected at the state or LEA level.

Idaho's accountability system is built on sharing the results of multiple metrics at the state, district, school, and student-group level. Idaho will continue to share as much information as possible to help stakeholders understand the various components of school performance, including a modified measure of student growth to address data missing from 2020. As part of this transparency effort, Idaho will continue to report data on chronic absenteeism, as well as other metrics, via EdFacts. Idaho will also be introducing an optional questionnaire for use in the field to capture data on various metrics related to the opportunity to learn, including the availability of technology. In addition, Idaho will be participating in the monthly National Assessment of Educational Progress (NAEP) questionnaire on attendance, enrollment, and mode of instruction, as well as the NAEP school and teacher study that addresses instructional resources.

Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to ensure that schools will continue to provide assistance to the same populations served by Title I, Part A (e.g., subgroups in section 1111(c)(2)), I assure that:

☑ Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year (i.e., any school that was in that status as of the 2019-2020 school year), except for comprehensive support and improvement schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.

Idaho will report and analyze data on various performance metrics and disaggregate the results by student group. We will then use this information to help stakeholders identify gaps and patterns of concern. Beyond highlighting these issues, State Department of Education staff will provide training to help administrators and teachers use these results to support achievement and equity.

☑ The State will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

Consistent with the requirements of ESEA section 8401(b)(3)(A), prior to submitting this waiver, the State provided interested LEAs and the public with notice and a reasonable opportunity to comment and provide input on this waiver request and considered the feedback and input in finalizing this request. The comments and input received, as well as the State's description of how it addressed the comments and input, are enclosed with this request.

Thank you for your consideration.

Sincerely,

Chief State School Officer (or Authorized Representative)

Digital Signature

OR

Typed Name and Date

By typing my name here, I am affirming submission of this waiver on behalf of the State.

OMB Number: *1810-0752*
Expiration Date: *September 30, 2021*

Public Burden Statement: *According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0752. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of School Support and Accountability, 400 Maryland Avenue, SW, LBJ Federal Office Building, Washington, DC, 20202 or OESE.Titlei-a@ed.gov.*

Accountability Waiver

April 21-22, 2021

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Background - Addendum

- October 20, 2020 the U.S. Department of Education released a draft template and guidance for an accountability "addendum"

- Designed to allow states to make limited, one-time changes to their accountability system based on ongoing data disruptions
  - Due February 1, 2021

Background - Addendum

- SDE staff drafted an addendum in consultation with Accountability Oversight Committee (AOC)

- Board approved the addendum on January 4, 2021.

Background - Addendum

- The approved addendum included the following:
  - Move long-term goals out one year
  - Report normal metrics on the Report Card
  - Use growth over two years in growth calculation, all other metrics stay the same
  - Move all available identifications and exits out one year
  - Calculate **required** TSI identification using gaps in 2018, 2019, and 2021

Background - Addendum

- Posted for public comment on January 6, 2021
- The U.S. Department of Education released final versions of the template and guidance on January 19, 2021
  - Extended submission timeline
  - Invited TSI waiver

Background - Addendum

- The SDE extended the public comment period and drafted a TSI waiver (posted for comment February 15 – March 5, 2021)

- Addendum submitted to the U.S. Department of Education on February 19, 2021
  - Noted that TSI waiver would likely be forthcoming

Changes

And then…

New Accountability Waiver

- On February 22, 2021 the U.S. Department of Education contacted states to announce a new accountability waiver process
- Template released on March 8, 2021
  - March 9, 2021 the U.S. Department of Education asked whether Idaho would proceed with the addendum or submit a new waiver
  - Confirmed we would use the new waiver to streamline the submission and take advantage of additional flexibility

Waiver Provisions

- No school identification following SY 2020-2021
- No adjusted proficiency rate for ELA and Math participation below 95 percent
- Flexibility to adjust reporting for:
  - List of identified schools
  - Student growth
  - School quality and student success indicators
  - Progress toward meeting long-term goals and interim progress

Associated Assurances

- Assurances
  - Reporting on chronic absenteeism
  - Opportunity to learn/technology access
  - Maintain support for previously identified schools
  - Identify schools in the fall of 2022
- All already in place/planned for Idaho

Waiver Process

- Posted for public comment on March 17-April 7 to fulfill requirement
- Now ready for Board approval prior to submission

Questions?

Kevin Whitman | Director, Assessment & Accountability
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208.332.6800
email@sde.idaho.gov
www.sde.idaho.gov

SUBJECT

Biliteracy Diploma: Idaho Seal of Biliteracy

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-524, Idaho Code.

BACKGROUND/DISCUSSION

The Idaho Association of Teachers of Language and Culture suggested that guidance was needed to award the Biliteracy Diploma. A World Language task force was formed where it was noted that there have been no assessments approved to be used in awarding the Biliteracy diploma. Section 33-524 sets forth criteria for the Biliteracy Diploma. It states that, "Proficiency in a language other than English may be demonstrated through one of the following, realized during a student's high school tenure:

(iii) Demonstrating intermediate mid-level proficiency or higher in the world language based on the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines, using assessments approved by the state board of education; or

(v) Demonstrates proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the State Board of Education."

The Superintendent is bringing forward national and international assessments for approval in awarding a biliteracy diploma (seal of biliteracy) based on the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines.

IMPACT

Districts in Idaho are already using national and international assessments for dual immersion programs and many align to the Teaching of Foreign Language (ACTFL) proficiency guidelines. Using assessments approved by the state board of education would allow schools and districts to keep their processes in place and allow other districts to award the Idaho Seal of Biliteracy or Biliteracy Diploma. Also, American Sign Language does not have an (ACTFL) approved assessment and are seeking assessment approval to award the Biliteracy Diploma to students in the Idaho School for the Deaf and Blind in Gooding, Idaho.

ATTACHMENTS

Attachment 1 – Advanced Placement and International Baccalaureate
Attachment 2 – The Avant: Standards-based Measurement of Proficiency (STAMP) language test
Attachment 3 - The ACTFL Assessment of Performance toward Proficiency in Languages
Attachment 4 – American Council on the Teaching of Foreign Language Assessments
Attachment 5 – American Sign Language Assessments

Attachment 6 – World Languages Task Force Members

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-524, Idaho Code, was enacted by the 2020 Legislature and became effective July1, 2020. Administrative Code, IDAPA 08.02.03 defines a diploma as "A document awarded to a student by a secondary school to show the student has successfully completed the state and local education agency graduation requirements." The rule goes on to provide that "[d]iplomas may be awarded to individuals who attended a secondary school prior to the year in which the student is requesting issuance of a diploma based on the graduation requirements in existence at the time the student attended. Determination of meeting past graduation requirements may be determined based on proficiency as determined by the local education agency. Each local education agency may determine the format of the diploma, including the recognition of emphasis areas based on a student's completion of courses or courses or studies in an emphasis area or educational pathways, including but not limited to science, technology, engineering and math (STEM), career technical education, or arts and music." While school districts may still authorize specialized diplomas, with the enactment of Section 33-524, Idaho Code, schools could only authorize biliteracy diplomas that meet the statutory requirements. Pursuant to Section 33-524, Idaho Code, a student may be issued a diploma with the state seal of biliteracy if they meet the minimum state graduation requirements and:

(a) Demonstrates proficiency in English according to an assessment or other method designated by the state board of education; and
(b) Demonstrates proficiency in at least one (1) world language by:
    (i) Passing a foreign language advanced placement examination with a score of three (3) or higher;
    (ii) Passing an international baccalaureate examination with a score of four (4) or higher;
    (iii) Demonstrating intermediate mid-level proficiency or higher in the world language based on the American council on the teaching of foreign languages (ACTFL) proficiency guidelines, using assessments approved by the state board of education;
    (iv) Qualifying for four (4) competency-based credits by demonstrating proficiency in the world language at the intermediate mid-level or higher based on the ACTFL proficiency guidelines, according to the school district's or public charter school's policy and procedure for competency-based credits for world languages; or
    (v) Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the state board of education at a level comparable to the intermediate mid-level or higher in the ACTFL proficiency guidelines.

Currently, demonstrating proficiency in English is done through the high school Idaho Standards Achievement Test for English language arts. World language

proficiency is demonstrated through subparagraphs (i), (ii), and (iv). This is the first request the Board has received to approve any assessments to meet the reequipment identified in subparagraph (iii) or (v).

BOARD ACTION

I move to accept the recommendations of the American Council on the Teaching of Foreign Language (ACTFL) and approve the assessments and proficiency scores in Attachment 1 through Attachment 5 to be used in awarding the state biliteracy seal on a high school diploma.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Advanced Placement (AP) and International Baccalaureate (IB)

Options to Demonstrate Proficiency	Qualifying Criteria
Advanced Placement (AP)	Score of 3 or higher
International Baccalaureate (IB)	Score of 4 or higher

*Proficiency in a language other than English options (i) and (ii) of I.C. 33-524

The Avant: Standards-based Measurement of Proficiency (STAMP) language test

ACTFL Proficiency Level	STAMP 4s Score
Novice Low	1
Novice Mid	2
Novice High	3
Intermediate Low	4
Intermediate Mid	5
Intermediate High	6
Advanced Low	7
Advanced Mid	8
Advanced High	9
Superior	10
Distinguished	11
Native	12

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)

ACTFL Proficiency Level	AAPPL Score
Novice Low	N1
Novice Mid	N2, N3
Novice High	N4
Intermediate Low	I1
Intermediate Mid	I2, I3, I4
Intermediate High	I5
Advanced Low	A
Advanced Mid	A
Advanced High	A
Superior	
Distinguished	
Native	

* American Council on the Teaching of Foreign Language (ACTFL) approved assessment

American Sign Language (ASL): The American Sign Language Proficiency Interview (ASLPI) and American Sign Language

ACTFL Proficiency Level	ASLPI Scale*	ASLFAI Scale*
Novice Mid	0+	0+
Novice High	1	1
Intermediate Low	1+	1+
Intermediate Mid	2	2
Intermediate High	2+	2+
Advanced Low	3	3
Advanced Mid	3+	3+
Advanced High	4	4
Superior	4+	4+
Distinguished	5	5

*It is noted that no national comparative research studies are available to confirm the correlation of the above rating scales. However, for purposes of awarding World Language equivalency credit, this correlation chart has been developed and reviewed by national and local ASL and World Language experts.

American Council on the Teaching of Foreign Language (ACTFL) Writing Proficiency Test (WPT), Oral Proficiency Interview (OPI) or (OPI - computer)

ACTFL Proficiency Level	WPT, OPI or OPIc Score
Novice Low	NL
Novice Mid	NM
Novice High	NH
Intermediate Low	IL
Intermediate Mid	IM
Intermediate High	IH
Advanced Low	AL
Advanced Mid	AM
Advanced High	AH
Superior	S
Distinguished	D
Native	N

*These are (ACTFL) assessments

Biliteracy Diploma Task Force Members

Member Name	Title What stakeholders do you represent?
Rebecca Martin rmartin@sde.idaho.gov	SDE Coordinator, Content & Curriculum for Arts & Humanities
Danyelle Quincy Davis danyelle.davis@sageinternationalschool.org	President - IATLC K-5 French Teacher at Sage International School of Boise
Angie Martinez amartinez@blaineschools.org	Executive Director for Teaching and Learning - Blaine County Schools
Dani Backer dani.backer@boiseschools.org	Social Studies and World Language Supervisor - Boise Schools
Cara Hinkson hinkson.cara@westada.org	Curriculum Coordinator- Gifted & Talented/World Languages/Fine Arts West Ada Schools
Joyce White white.joyce@westada.org	Middle School Spanish Teacher West Ada Schools
Brittney Gehrig brittney.gehrig@boiseschools.org	French Teacher - Capital High School Secretary - IATLC BSU French Adjunct
Jacqueline Woods jacquelinemwoods1@gmail.com	Social Media and Webmaster - IATLC Spanish Teacher - West Ada
Mary Jackson mjackson@lewistonschools.net	Spanish Instructor - Lewiston High School Vice President - IATLC PNCFL Rep to JNCL-NCLIS - ACTFL advocacy for World Languages and language education

Kelee Robinson krobinson@kunaschools.org	Specialist for English Language Learners Kuna High School Past President - IABE
Alan Wilding wildingbiz@gmail.com	K-12 Instructor, Teacher Trainer and Advocate American Sign Language Idaho Educational Services for the Deaf and Blind Foundation
Maria Puga mpuga@sde.idaho.gov	English Learner/Title III Program Coordinator State Department of Education
Johanna Jones jjones@sde.idaho.gov	Office of Indian Education State Department of Education
Andrew Horning ahorning@kunaschools.org	French Teacher – Kuna High School Kuna School District
Dina Espy espyd@msd281.org	Spanish Teacher – Moscow High School Moscow School District
Kevin Cowley kcowley@sd251.org	Language Immersion Coordinator ESL Teacher/Coach Jefferson Jt. School District
Lee Anne Eareckson eareckslsl@msd281.org	French Teacher – Moscow High School Moscow School District
Todd Zollinger tZollinger@sde251.org	ESL Coach and Coordinator/Assessment Coordinator Jefferson School District

SUBJECT

Curricular Materials Selection Committee Appointments

REFERENCE

April 17, 2014	Board approved seven appointments to the Curricular Materials Selection Committee for terms effective June 1, 2014 and ending May 31, 2019.
October 22, 2015	Board approved ten appointments to the Curricular Materials Selection Committee for terms effective July 1, 2016 and ending June 30, 2021.
February 2019	Board approved eight appointments to the Curricular Materials Selection Committee.
February 2021	Board adopted current round of recommended curricular materials.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code – Courses of study – Curricular materials
Section 33-118A, Idaho Code – Curricular materials – Adoption procedures
IDAPA 08.02.03.128 – Rules Governing Thoroughness, Curricular Materials Selection and Online Course Approval

BACKGROUND/DISCUSSION

The Curricular Materials Selection Committee helps to provide equity in the quality of instructional materials available to Idaho's public schools. The Committee recommends instructional materials for adoption by the State Board of Education (Board). Upon adoption by the Board, the State Department of Education contracts with the publishers of the materials, ensuring that all public schools, regardless of size, have the choice to purchase these quality materials at a low, contracted price.

Section 33-118A, Idaho Code and IDAPA 08.02.03.128, set forth criteria for membership on the Curricular Materials Selection Committee (Committee). Committee members are appointed by the Board for a period of five (5) years. In accordance with IDAPA 08.02.03.128, 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, and State Department of Education (Department) personnel. The Executive Secretary is an employee of the Department and a voting member of the Committee.

To fill current and upcoming vacancies on the Committee, nominations were sought from school districts, institutions of higher education, the Division of Career Technical Education, the Idaho School Boards Association, the Indian Education Committee, the Idaho Association of School Administrators, and Department staff.

Nominees for appointment include:

- Ethan Sims, Parent

The Department recommends the appointment of all nominees.

IMPACT

Appointment of Curricular Materials Selection Committee members ensures statutory compliance.

ATTACHMENTS

Attachment 1 – Current Curricular Materials Selection Committee Members
Attachment 2 – Ethan Sims Application Materials

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-118, Idaho Code, assigns responsibility to the State Board of Education for determining "how and under what rules curricular materials shall be adopted for the public schools, including the fees necessary to defray the cost of such adoption process" and allows "the board of trustees of each school district may adopt their own curricular materials consistent with the provisions of section 33-512A, Idaho Code. Curricular materials adopted must be consistent with Idaho content standards as established by the state board of education."

Pursuant to Section 33-118A, Idaho Code, "all curricular materials adoption committees appointed by the state board of education shall contain at least two (2) persons who are not public educators or school trustees." The appointment of Ethan Sims will add a second parent to the state curricular materials adoption committee and bring the total non-public educators or school trustees to two, until June 30, 2021 when the current parent representative's term expires.

At the June 2016 Regular Board meeting, the Board requested the Department to amend its practices when requesting nominations to the Professional Standards Commission. The new practice would be for the Department to reach out not only to the statutorily identified stakeholder groups, but to also reach out to other education community groups to allow individuals who are not connected to the standard communications process the opportunity to apply or submit nominations for open positions. Specifically, it was discussed that there was a need for educators who work with underserved populations to have the opportunity to serve on the committee. The Board's Indian Education Committee expressed an interested in nominating individual educators to the Commission if notified in advance of openings. The Indian Education Committee staff indicated they did not receive notice of the opening on the committee and where not given an opportunity to provide nominations.

BOARD ACTION

I move to appoint Ethan Sims to the Curricular Materials Selection Committee for a five-year term, effective May 1, 2021 and ending April 30, 2026, representing non-public educators or school board trustee member.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Selection Committee

Curricular Materials

COMMITTEE LISTING

Committee Member	Stakeholder Group
Chrystal Allen	Executive Secretary, Idaho State Department of Education
Kristi Enger Term Expires: April 30, 2024	Idaho Division of Career Technical Education
Dana Johnson Term Expires: April 30, 2024	Idaho Higher Education Official
Julie Magelky Term Expires: April 30, 2024	Idaho Higher Education Official
Taylor Raney Term Expires: April 30, 2024	Idaho Higher Education Official
M. Michelle Southwick Term Expires: February 28, 2026	Idaho Public School Administrators Madison School District #321
Kelli Schroeder Term Expires: February 28, 2026	Idaho Public School Administrators Filer School District #413
Nathan Tracy Term Expires: February 28, 2026	Parent & Idaho Public School Administrators Jerome School District #261
Laree Jansen Term Expires: June 30, 2021	Parent
Bonnie Farmin Term Expires: April 30, 2024	Trustee/Local Board of Education Member

Committee Member	Stakeholder Group
Stacey Jensen Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Pocatello/Chubbuck School District #25
John Stegmaier Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Boise School District #1
Robyn Hill Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Nampa School District #131
Shannon Kelly Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Payette School District #371
Lisa Olsen Term Expires: April 30, 2024	Certified Idaho Classroom Teacher Bonneville Joint School District #93
Darlene Dyer Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Blaine County School District #61
Aaron McKinnon Term Expires: April 30, 2024	State Department of Education Personnel

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

Ethan Sims

ethansims@gmail.com

Submission Date
March 1, 2021 16:35

Name	Ethan Sims
Home Address (No PO Box)	1312 N Harrison Blvd Boise, ID, 83702
Preferred Email Address	ethansims@gmail.com
Preferred Phone Number	(505) 835-0347
Current vacancies on the Committee you wish to fill:	Parent
Do you meet the criteria for consideration of any other position on the Committee? (Please select all that apply)	Parent, Community Member
Have you served on the Curricular Materials Selection Committee previously?	No
What school district do you reside in?	Boise
Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards.	I am a parent of two daughters in the Boise School District and have served for the past two years as the PTA president at Washington Elementary. This has allowed me to work closely with our parents, principal and teachers and see the importance that curriculum content standards make. I want to ensure that all Idaho students are taught to the same high standards we hold children to across the state and nation to ensure that our students are prepared and on even footing when they enter higher education and the workforce.
Please upload a copy of your resume or curriculum vitae.	CVejs2020 (1).pdf
Please upload a cover	

ETHAN J. SIMS

1312 N. Harrison Blvd Boise ID 83702 | 505-835-0347 | ethansims@gmail.com

March 1, 2021

To Whom It May Concern:

My name is Ethan Sims and I am writing to express my interest in serving on the Curricular Materials Selection Committee. I am a parent to two Boise public school students and a physician working in the emergency department here in Boise. I have worked as an educator in the University of New Mexico's Department of Emergency Medicine, worked with many student physicians there and here in Boise, and know the true importance of setting high standards and selecting good materials for our teachers to use in instructing our students. I am currently serving the final months of my two year tenure as president of our local PTA and have enjoyed greatly the chance to work with our principal, parents and teachers to improve our school and would love the chance to help improve the educational opportunities of all Idahoans. Thank you for your consideration.

Sincerely,

Ethan J. Sims

ETHAN J. SIMS

1312 N. Harrison Blvd
Boise ID, 83702
505-835-0347
ethansims@gmail.com

Professional Experience

Emergency Medicine of Idaho
Emergency medicine physician
Covering St. Luke's emergency departments in the Treasure Valley of Idaho
August 2017 to current

Presbyterian Medical Group, Emergency Medicine
Staff physician, Emergency Department
March, 2010 to June, 2017

University of New Mexico Hospitals
August, 2008 to March, 2010 Full Time
March, 2010 to June, 2017, Part Time
Assistant Professor, Department of Emergency Medicine

Wairau Hospital, Nelson-Marlborough District Health Board
Blenheim, New Zealand
Staff Physician, Emergency Department
November, 2013 to May, 2014

John H. Stroger Jr. Hospital of Cook County
July, 2005 to June, 2008
Resident Physician, Department of Emergency Medicine
Chief Resident, 2007-2008

University of New Mexico Hospital
June, 2004 to June, 2005
Resident Physician, Department of Internal Medicine

Education

Emory University School of Medicine 8/2000 to 5/2004
Doctorate of Medicine

- ❑ Diamond State Scholar, academic scholarship from the State ofDelaware.
- ❑ Irene Woodruff Medical Scholarship

University of Georgia 09/1996 to 06/2000
B.S., *Summa Cum Laude*, in Honors Interdisciplinary Studies, focus on Microbiology

- ❑ Foundation Fellow (the university's most prestigious scholarship, see http://www.uga.edu/honors/fellows for a full description of the program)
- ❑ Phi Beta Kappa
- ❑ Dean William Tate Honor Society

Research

Research Assistant, Health Information Network, Perth, Australia Summer 2001
Compiled information on status of Hepatitis C in Australian Aboriginal population, published in: Thomson, N. 2003. The Health of Indigenous Australians, Oxford University Press, Melbourne.

Research Assistant, University of Georgia 1998-2000 Investigated *Ehrlichia chaffeensis*, etiologic agent of human monocytic ehrlichiosis.
Yabsley, M. J., S. E. Little, E. J. Sims, V. G. Dugan, D. E. Stallknecht, and W. R. Davidson. 2003. Molecular variation in the variable-length PCR target and 120-kilodalton antigen genes of Ehrlichia chaffeensis from white-tailed deer (Odocoileus virginianus). J. Clin. Microbiol. 41:5202-5206.

Volunteer Service and Extracurricular Activity

Washington Elementary PTA
- ❑ Member 2017 to current
- ❑ Board President August 2019 to current

Leukemia and Lymphoma Society
- ❑ Desert Region Board Member 2015-2017
- ❑ Leukemia and Lymphoma Society's Team in Training-
  - ❑ Raised more than $4,000 and ran in the Bermuda Marathon, 2001
  - ❑ Raised $17,500 and ran in the Capitol of Texas Triathlon, 2011
  - ❑ Raised more than $10,000 and ran in the Lavaman Triathlon, 2015
- ❑ Leukemia and Lymphoma Society "Man of the Year", New Mexico/El Paso region, 2013
  - ❑ Raised more than $20,000 for LLS

Movember Foundation:
- ❑ 6 time participant in fundraiser for men's health with more than $20,000 raised
- ❑ mobro.co/ethansims

Various committees throughout undergraduate and graduate education including:
- ❑ Emory Medical School Wilderness Medical Society- President, Spring, 2001-Spring, 2002
- ❑ Emory Medical School Physicians for Social Responsibility- President, Spring, 2001-Spring, 2002
- ❑ University of Georgia Habitat for Humanity Chapter 1998-2000

Professional Organizations
- ❑ Fellow of the American College of Emergency Physicians
- ❑ Idaho College of Emergency Physicians
  - ❑ Board member 2019-current

Personal
- ❑ My primary extracurricular activity is spending time with my wife and our two daughters, ages 11 and 13.
- ❑ Conversational in Spanish, having attended a 6 week immersion program in Costa Rica (2000).
- ❑ Traveled to 6 continents, with only Antarctica remaining.
- ❑ Other interests include spending time in the mountains with my dogs, Matilda and Albus Dumbledog, mountain biking, trail running, driving carpool, and soccer, as a player, coach and fan.

References Available Upon Request

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission Appointments

REFERENCE

April 2016	Board requested changes to the recommendation for appointments to the Professional Standards Commission to reflect a more diverse geographical representation of the state.
June 2016	Board approved six appointments and two reappointments to the Professional Standards Commission and discussed changing practices and reaching out to broader communities when filling openings on the Commission in order to assure more equal representation and diversity of the members.
August 2016	Board approved one appointment to the Professional Standards Commission.
April 2017	Board approved one appointment and three reappointments to the Professional Standards Commission.
August 2017	Board approved one appointment to the Professional Standards Commission.
April 2018	Board approved seven appointments/reappointments to the Professional Standards Commission.
June 2018	Board approved one appointment to the Professional Standards Commission.
April 2019	Board approved seven appointments to the Professional Standards Commission.
April 2020	Board approved four appointments to the Professional Standards Commission.
June 2020	Board approved one appointment to the Professional Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at

least one (1) in pupil personnel services. The Idaho School Superintendents' Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the public institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Four (4) positions on the PSC are open for a three (3)-year appointment, effective July 1, 2021: private higher education/teacher education (1), elementary principal (1), and certificated classroom teachers (2). Nominations were sought from the Idaho Association of Colleges for Teacher Education (IACTE), Idaho Education Association (IEA), Northwest Professional Educators, Idaho Indian Education Committee, and Idaho Association of Elementary School Principals (IAESP). Nominations from IACTE, IAESP, and IEA were submitted for consideration.

IMPACT

Board action allows for appointment or reappointment of members to the Professional Standards Commission, ensuring all seats on the Commission are filled for the 2021-2022 meeting year.

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members
Attachment 2 – Lori Sanchez, IACTE
Attachment 3 – Jackie Nygaard, IACTE
Attachment 4 – Scott Gardner, IACTE
Attachment 5 – Kent Patterson, IAESP
Attachment 6 – Kim Mikolajczyk, IAESP
Attachment 7 – Tate Castleton, IAESP
Attachment 8 – Katie Horner, IEA
Attachment 9 – Angela Gillman, IEA
Attachment 10 – Chelsea Inmon, IEA
Attachment 11 – Robert Stefanakos, IEA
Attachment 12 – Donald Eberlin Jr., IEA
Attachment 13 – Lindsey McKinney, IEA

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1252(2), Idaho Code, "Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho Association of School Superintendents may submit nominees for one (1) position, the Idaho Association of Secondary School Principals may submit nominees for

one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho School Boards Association may submit nominees for one (1) position; the Idaho Association of Special Education Administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position."

Additionally, Section 33-1252, Idaho Code, requires not less than seven (7) members be certificated classroom teachers in the public schools system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. While not required, historical practice has been to identify whether a teacher serving on the commission is an elementary or secondary school teacher to assure a balance in the representation on the Commission.

At the June 2016 Regular Board meeting, the Board requested the Department to amend its practices when requesting nominations to the Professional Standards Commission. The new practice would be for the Department to reach out not only to the statutorily identified stakeholder groups, but to also reach out to other education community groups to allow individuals who are not connected to the standard communications process the opportunity to apply or submit nominations for open positions. Specifically, it was discussed that there was a need for educators who work with underserved populations to have the opportunity to serve on the committee. The Board's Indian Education Committee expressed an interest in nominating individual educators to the Commission if notified in advance of openings. The Indian Education Committee received notice of the opening on the commission, however, they had no additional nominations for individuals that met the required representative groups.

Original appointments are made for a term of three years. Appointments to fill vacant positions are made for the remainder of the term they are filling. This process helps to limit the number of new appointments that have to be made in a single year and helps to assure some continuity of membership on the Commission.

BOARD ACTION

I move to appoint Dr. Lori Sanchez of Northwest Nazarene University to the Professional Standards Commission for a three-year term beginning July 1, 2021, and ending June 30, 2024, representing private higher education/teacher education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Kent Patterson of Bonneville School District to the Professional Standards Commission for a three-year term beginning July 1, 2021, and ending June 30, 2024, representing elementary principals.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Katie Horner of Murtaugh School District to the Professional Standards Commission for a three-year term beginning July 1, 2021, and ending June 30, 2024, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Angela Gillman of Idaho Falls School District to the Professional Standards Commission for a three-year term beginning July 1, 2021, and ending June 30, 2024, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2020-2021 Member Roster

Chair, Kathy Davis
Classroom Teacher
St. Maries Joint School District #041

Iris Chimburas, Classroom Teacher
Lapwai School District #341

Steve Copmann, Secondary Principal
Cassia County School District #151

Kristi Enger
Idaho Career Technical Education

Mark Gorton, Classroom Teacher
Lakeland Joint School District # 272

Mark Haynal, Public Teacher Education
Lewis-Clark State College

Paula Kellerer, School Superintendent
Nampa School District #131

Ramona Lee, Special Education Administrator
West Ada School District #002

Peter McPherson
State Department of Education

Vice Chair, Mike Wilkinson
Pupil Service Staff
Twin Falls School District #411

Terah Moore, Private Teacher Education
College of Idaho

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University

Karen Pyron, School Board Member
Butte County School District #111

Elisa Saffle, Elementary Principal
Bonneville Joint School District #093

Marianne Sletteland, Exceptional Child Teacher
Potlatch School District #285

Charmaine VanBuskirk, Classroom Teacher
Lakeland Joint School District #272

Topher Wallaert, Classroom Teacher
Mountain Home School District #193

Emma Wood, Public Teacher Education
Idaho State University

Dr. Lori Sanchez

Dean, College of Education
Northwest Nazarene University
623 S University Dr.
Nampa, ID 83686
208-467-8457
LSanchez@NNU.edu

Educational Background and Other Credentials

Doctor of Philosophy (PhD), Educational Psychology
University of Hawaii at Mānoa, Honolulu, Hawai'i
Dissertation Title: *Influence of Achievement Motivation and Prior Mathematics Achievement on Locus of Control and Mathematics Performance as Impacted Through Written Instructions*
August 1994

Master of Education (MEd), Curriculum and Instruction Education
Northwest Nazarene University
December 1990

Bachelor of Arts (BA), Physical Science Education
Northwest Nazarene University
Minor, **Mathematics Education**
June 1989

Other Credentials

Collaborative Institutional Training Initiative (CITI Program)
Human Research Certificate: Social and Behavioral Researcher
Record ID # 24805420
October 2017

Nationally Certified CAEP Site Visitor
Counsel for the Accreditation of Educator Preparation (CAEP)
July 2017

Idaho Education Credential
Secondary Teaching Certificate
Physical Science 6th-12th grade
Mathematics 6th-12th grade
September 1989—August 2024, continuously renewed every five years

Teachscape Certificate of Proficiency
Danielson Framework for Teaching
Educational Testing Service (ETS)
June 2014

National Institutes of Health (NIH) Office of Extramural Research
Protecting Human Research Participants Certificate # 1016935
October 2012

Certificate of Educational Technology
Boise State University, College of Education
Boise, Idaho
April 1999

Certified Master Trainer
Army Family Team Building
Fort Bragg, North Carolina
May 1996

Professional Experience

Academic Dean
College of Education, August 2019—present
Northwest Nazarene University, Nampa, ID
- Represent and advocate for the College to internal and external constituencies
- Mentor and facilitate faculty and staff growth within the College and University
- Act as administrator for the College in accomplishing necessary managerial tasks
- Advocate, mentor, and build relationships across the state within the guild

Professor of Education, Teaching Faculty
Undergraduate and Graduate Education, Northwest Nazarene University, Nampa, ID, August 2019 – present.
- Teach undergraduate and graduate education courses (see Teaching section for specific courses)
- Advise and mentor music education candidates as they pursue Idaho Education Credentials
- Supervise, observe, coach, and mentor NNU education candidates in their clinical experience in K-12 public school classrooms
- Serve as dissertation chair for doctoral candidates
- Serve on various committees and working groups

Member, Educator Standards Working Group
Phase 1, Phase II, and Phase III, June 2020--present
Idaho State Department of Education, Boise, ID, November 2016
- Review EPP program standards for Idaho Educator Credentials
- Analyze and evaluate Idaho educator standards
- Suggest edits and changes to Idaho Educator standards

President
Idaho Association of Colleges for Teacher Education (IACTE), May 2018—May 2020
- Assess Idaho teacher education standards
- Analyze and evaluate Idaho teacher education evidence
- Conduct teacher education reviews off-site and on-site

Department Chair
Undergraduate Education Department, Northwest Nazarene University, Nampa, ID, August 2017—August 2019
- Represent and advocate for the department to internal and external constituencies
- Mentor and facilitate faculty and staff growth within the department
- Act as administrator of the department in accomplishing necessary managerial tasks
- Advocate, mentor, build relationships with students

CAEP State Department of Education Site Visitor
Brigham Young University - Idaho, Rexburg, Idaho, October 2018.
- Assess BYU-I on CAEP standards
- Analyze and evaluate BYU-I evidence
- Conduct BYU-I reviews off-site and on-site

CAEP State Department of Education Site Visitor
College of Idaho, Caldwell, Idaho, March 2018.
- Assess C of I on CAEP standards
- Analyze and evaluate C of I evidence
- Conduct C of I reviews off-site and on-site

CAEP National Site Visitor
Counsel for Accreditation of Educator Preparation, Washington DC, August 2017--present.
- Assess EPPs nationwide on CAEP standards

- Analyze and evaluate EPP evidence
- Conduct EPP reviews off-site and on-site

International Presenter, Professional Development for Educators
November 2016--present
- "Curriculum Mapping: A Plan for Student Learning." Cairo, Egypt, October, 2019
- "Curriculum Mapping: A Plan for Student Learning." Jeddah, Kingdom of Saudi Arabia, March, 2018
- "Curriculum Mapping: A Plan for Student Learning." Riyadh, Kingdom of Saudi Arabia, March, 2018
- "Impact Learning and Student Success in the Classroom," Doha, Qatar, November 2017
- "Common Core State Standards: Exploration and Application for Teachers," Riyadh, Kingdom of Saudi Arabia, November, 2017
- "Common Core State Standards: Exploration and Application for Teachers," Jeddah, Kingdom of Saudi Arabia, November, 2017
- "Common Core State Standards: Exploration and Application for Teachers," Cairo, Egypt, April 2017
- "Impact Learning: Student Success in the Classroom," Riyadh, Kingdom of Saudi Arabia, November 2016.

International Accreditation Site Visit Team Member
American International Accreditation Association of Schools & Colleges (AIAA). August 2016-present.
- Chair, Site Visit Team, Rumeli Koleji International School, Istanbul, Turkey, 2019.
- Chair, Site Visit Team, Future Experts School, Jeddah, Saudi Arabia, 2019.
- Curriculum Standard lead reviewer, Elite International School, Abu Dhabi, United Arab Emirates, 2019.
- Curriculum Standard lead reviewer, Al Manar International School, Istanbul, Turkey, 2019.
- Chair, Site Visit Team, Al Anawrass International School, Jeddah, Saudi Arabia, 2018.
- Chair, Site Visit Team, Virginia International School, Cairo, Egypt, 2018.
- Curriculum Standard lead reviewer, Manhattan International School, Cairo, Egypt, 2018.
- Chair, Site Visit Team, Najaed International School, Riyadh, Saudi Arabia, 2017.
- Curriculum Standard lead reviewer, Al Hammad International School, Doha, Qatar, 2017.
- Chair, Site Visit Team, St. Mary-Elias International School, Cairo, Egypt, 2017.
- Curriculum Standard lead reviewer, Hotep International School, Cairo, Egypt, 2017.
- Curriculum Standard lead reviewer, Amer American School, Cairo, Egypt, 2017.
- Chair, Site Visit Team, Arab International School, Jeddah, Saudi Arabia, 2016.
- Chair, Site Visit Team, Safwat Al Taliaa School, Taif, Saudi Arabia, 2016.
- Curriculum Standard lead reviewer, Ecole Dina International School, Riyadh, Saudi Arabia, 2016.
- Curriculum Standard lead reviewer, Al Iqbal School, Riyadh, Saudi Arabia, 2016.

School District Assessment Committee Member
Nampa School District, August 2016-May 2017
- Develop common understanding of assessment practices for student success
- Design principles that guide the NSD comprehensive assessment practice.
- Provide recommendations for a balanced approach to assessment.
- Evaluate resources systematically in place and consider additional options.
- Make decisions for students by considering children's lived experience for each assessment.

Associate Professor of Education, Teaching Faculty
Undergraduate and Graduate Education, Northwest Nazarene University, Nampa, ID, August 2016 – August 2019
- Teach undergraduate and graduate education courses (see Teaching section for specific courses)
- Advise and mentor music education candidates as they pursue Idaho Education Credentials
- Supervise, observe, coach, and mentor NNU education candidates in their clinical experience in K-12 public school classrooms
- Serve as dissertation chair for doctoral candidates
- Serve on various committees and working groups

Reviewer, Idaho Core Teacher Preparation Standards Review Team
Idaho State Department of Education, Boise, ID, November 2016
- Assess EPP program on Idaho Core standards
- Analyze and evaluate EPP evidence
- Conduct EPP reviews on-site
- Recommend to PSC on teaching endorsement approvals

Director for the Adult and Professional Programs in Education
Education Department, Northwest Nazarene University, Nampa, ID, August 2013—August 2019
- Serve in the administrative capacity as Program Director for the Bachelor's and Master's degree programs

designed for adult learners in educator preparation
- Oversee the program budget
- Create an annual recruitment plan
- Advise and mentor elementary and secondary education candidates as they pursue Idaho Education Credentials
- Supervise, observe, coach, and mentor NNU education candidates in their clinical experience in K-12 public school classrooms
- Serve on various committees and working groups

Assistant Professor of Education, Teaching Faculty
Undergraduate and Graduate Education, Northwest Nazarene University, Nampa, ID, August 2012 –August 2016.
- Teach undergraduate and graduate education courses (see Teaching section for specific courses)
- Advise and mentor music education candidates as they pursue Idaho Education Credentials
- Supervise, observe, coach, and mentor NNU education candidates in their clinical experience in K-12 public school classrooms
- Serve as dissertation committee member for doctoral candidates
- Serve on various committees and working groups

Consultant, Center for Innovation in Teaching and Learning
Northwest Nazarene University, Nampa, ID, August 2013 – May 2014.
- Provide support in research related responsibilities including design, data collection, and data analysis
- Assist with summer workshops in training Idaho K-12 teachers with technology use and Khan Academy
- Serve as an instructional coach for K-12 Idaho teachers in 4 assigned pilot schools:
    1) Marsing School District, Marsing, Idaho
    2) Garden Valley School District, Garden Valley, Idaho
    3) Notus School District, Notus, Idaho
    4) Vision Charter School, Caldwell, Idaho
- Attend training(s) supporting Khan Academy (KA) and the Khan Academy in Idaho pilot project

Assistant Professor of Psychology, Teaching Faculty
Psychology Department, Northwest Nazarene University, Nampa, ID, August 2012—August 2013.
- Teach undergraduate psychology courses (see Teaching section for specific courses)
- Advise and mentor psychology students as they pursue their bachelor's degree
- Support the research interests of psychology students

Mathematics Enrichment Specialist
Hawai'i State Department of Education, Honolulu, Hawai'i, August 2011—August 2012.
- Support mathematics education in 6-12 grade students
- Support mathematics curriculum for 6-12 grade teachers
- Mentor mathematics teachers in best-practices pedagogy

Educational Advisor for Special Management Division
Department of Defense, Arlington, Virginia, June 2010- August 2011.
- Advise US Army field grade officers on the educational landscape surrounding the Pentagon
- Liaison between military families and school districts
- Liaison for the Interstate Compact on Educational Opportunities for Military Children

Battalion Family Readiness Officer
US Army Recruiting Command, Baton Rouge, Louisiana, June 2008- June 2010.
- Senior spouse in charge of Battalion FRG Advisory Steering Committee
- Organize information dissemination to unit level FRG committees
- Verify soldiers' deployment status based on family readiness
- Liaison to organizations for Army families with deployed service members

Special Education Inclusion Director
State Department of Education, Honolulu, Hawai'i, June 2006- June 2008.
- Maintain compliance of federally mandated Special Education protocols
- Support Inclusion Teacher program for mainstreaming Special Education students
- Analysis of Individual Education Plan agreements between schools and parents

Advisor to the Department of Defense on Dependents' Schools

Department of Defense, Washington DC, June 2004-June 2006.
- Appointed by the US Secretary of Education, Margaret Spelling
- Appointed by the Deputy US Secretary of Defense, Gordon England
- Support the Department of Defense education initiatives
- Evaluate Department of Defense Dependents' Schools located overseas

Adjunct Faculty
University of Phoenix, Vicenza, Italy, June *2002-June 2004*.
- Helped open the Phoenix campus on Caserma Ederle, US Army base, Vicenza, Italy
- Developed and taught graduate courses in Education and Communication (see Teaching Section for specific courses)

Research Coordinator
Northwest Nazarene University, Board of Regents, Nampa, Idaho, 1999.
- At the request of President Hagood and the Board of Regents, I conducted a market study which surveyed the interest and desire to participate in a Master's degree program in Marriage and Family Therapy at Northwest Nazarene University. President Hagood presented the results to the Board

Adjunct Faculty
Northwest Nazarene University, Nampa, Idaho, 1998.
- Taught psychology courses while Dr. Glena Andrews was on maternity leave

Family Readiness Group Coordinator
Fort Bragg, North Carolina, June 1994- August 1997.
- Assist commanders in maintaining readiness of soldiers, families, and communities within the Army by supporting self-sufficiency, resiliency, and stability during peacetime and war

Adjunct Faculty
Fayetteville Technical Community College, Fayetteville, North Carolina, August 1995- August 1997.
- Taught courses in basic math through Algebra II for adult learners going back to college

Graduate Research and Teaching Assistant
University of Hawai'i at Mānoa, Honolulu, Hawai'i, August 1990- July 1994.
- Taught courses for College of Education, Department of Educational Psychology
- Developed a course curriculum and syllabus including class structure, homework and grading policies
- Developed and conducted course evaluations for use in improving the course curriculum
- Conducted all course grading, including final evaluations
- Worked as a researcher in the Curriculum Research and Development Group (CRDG)
- Assisted in the process of grant development and grant writing
- Conducted State of Hawai'i educational research on several initiatives
    - Problem-based Learning Curriculum at the John A Burns School of Medicine, University of Hawai'i
    - School Community Based Management Project, University of Hawai'i
    - Preschool Open Doors Project
    - Factors in Military Families' School Choice, University of Hawai'i in partnership with Johns Hopkins University

High School Geometry Teacher
Radford High School, Salt Lake, Hawaii, 1991.
- Taught geometry in a lower SES school with diverse students

High School Multi-level Mathematics Teacher
Canyon Alternative Education Center, Nampa, Idaho, 1989-1990.
- Taught courses in basic math through Algebra II for diverse students who were not successful in regular school settings

Professional Growth and Leadership

Memberships

- Idaho Association for Colleges of Teacher Education (IACTE), 2017--present
- American International Accreditation Association of Schools and Colleges (AIAA), 2015-present
- Council for Accreditation of Educator Preparation (CAEP), 2015 – present
- Idaho Higher Education Coalition (IHE), 2013 – 2016
- Idaho Coalition for Teacher Preparation (ICEP) 2013 – present
- National Council for Accreditation of Teacher Education (NCATE), 2012 – 2015
- National Association of State Directors of Teacher Education and Certification (NASDTEC)**,** 2014--present
- International Society for Technology in Education (ISTE), 2013 – present
- Texas Computer Education Association (TCEA), 2013 – 2015
- American Association Colleges of Teacher Education (AACTE), 2012 – present
- Phi Delta Kappa Educational Association (PDK), 1998 -- present
- Psi Chi National Honor Society in Psychology, 1995 – present
- American Educational Research Association (AERA), 1995 – present
- American Psychological Association (APA), 1995 – present

Conference Attendance

*(*candidate presentation)*

***Sanchez, L.** (2019, October). Education Systems International (ESI), Cairo, Egypt.

Sanchez, L. (2019, June). Global Nazarene Education Consortium; Teacher Education Deans/Chairs Meeting. MidAmerica Nazarene University, Olathe, KS.

*Snow, J., Dismuke, S., **Sanchez, L.**, & Neill, M. (2019, April). American Educational Research Association (AERA) International Conference, Toronto, Canada.

***Sanchez, L.** (2018, December). Education Systems International (ESI), Riyadh, Kingdom of Saudi Arabia.

*Raney, T., **Sanchez, L**., Snow, J., & Van Mullem, H. (2018, June). National Association of State Directors of Teacher Education and Certification (NASDTEC) Annual Conference, Minneapolis, MN.

Sanchez, L. (2018, June). Leadership and Administration, Council of Independent Colleges. Spokane, WA.

***Sanchez, L.** (2017, November). Education Systems International (ESI), Riyadh, Kingdom of Saudi Arabia.

Sanchez, L. (2017, September). National Council for Accreditation of Educator Preparation (CAEP), Washington D.C.

Sanchez, L. (2017, July). National Site Visitor Training, National Council for Accreditation of Educator Preparation (CAEP), Atlanta, GA.

Sanchez, L. (2017, June). Global Nazarene Education Consortium; Teacher Education Deans/Chairs Meeting. Olivet Nazarene University. Bourbonnais, IL.

***Sanchez, L.** (2017, April). Education Systems International (ESI), Cairo, Egypt.

Sanchez, L. (2017, April). Federal Programs Conference, Boise, ID.

***Sanchez, L**. (2017, March). American Association of Colleges of Teacher Education (AACTE) Annual Conference, Tampa, Florida.

Sanchez, L. (2016, September). National Council for Accreditation of Educator Preparation (CAEP) in Washington D.C.

***Sanchez, L.** (2016, November). Education Systems International (ESI), Riyadh, Kingdom of Saudi Arabia.

***Sanchez, L**. (2016, November). American International Accreditation Association of Schools & Colleges (AIAASC), Riyadh, Kingdom of Saudi Arabia.

***Sanchez, L**. (2016, November). American International Accreditation Association of Schools & Colleges (AIAASC), Taif, Kingdom of Saudi Arabia.

***Sanchez, L.** & Marlette, J. (2016, February). Idaho Music Educators Association (IMEA), ISU, Pocatello, ID.

*Linder, C., **Sanchez, L**., Raney, T., & Snow, J. (2015, November). Idaho School Board Association Annual Meeting, Coeur d'Alene, ID.

*Raney, R., **Sanchez, L**. & Kellerer, P. (2015, October). Northwest Region Mountain Educational Research Association (NRMERA), Boise, ID.

Sanchez, L. (2015, September). National Council for Accreditation of Educator Preparation (CAEP), Washington D.C.

***Sanchez, L**. (2015, June). National Association of State Directors of Teacher Education and Certification (NASDTEC), Portland, OR.

Sanchez, L. (2014, December). Train the Trainer: Danielson Training; Framework for Teaching, Boise, ID.

Sanchez, L. (2014, September). National Council for Accreditation of Educator Preparation (CAEP), Washington D.C.

Sanchez, L. (2014, June). Focus Four: Danielson Training; Framework for Teaching, Boise, ID.

Sanchez, L. (2014, February) Texas Computer Education Association (TCEA) in Austin, TX.

Sanchez, L. (2013, October). National Association of State Directors of Teacher Education and Certification (NASDTEC), Boise, ID.

Sanchez, L. (2013, October). Ethics in Education Teacher Preparation Symposium, Boise, ID.

Sanchez, L. (2013, September). National Council for Accreditation of teacher Education (NCATE) Accreditation Conference, Arlington, VA.

Sanchez, L. (2013, September). Idaho State Department of Education Preparation Clinic for Universities (ISDE), Boise, ID.

***Sanchez, L.** (2013, August). Khan Academy Pilot Teacher Training, Boise, ID.

***Sanchez, L.** (2013, August). Khan Academy Pilot Teacher Training, Burley, ID.

Sanchez, L. (2013, March). National Council for Accreditation of teacher Education (NCATE), Louisville, KY.

***Sanchez, L**. (2006). Advisory Council on Dependents' Education (ACDE), Department of Defense Education Activities, Wiesbaden, GE.

Other Professional Growth and Leadership

Idaho Coalition for Educator Preparation (ICEP)

Projects and Accomplishments

- New Teacher Induction for Student Learning and Teacher Retention, 2017-present
- Continuum of Professional Learning Research, 2015-2018
- Standards for Clinical Educators and Experiences, 2015-2016
- Common Summative Assessment, 2014-present
- Individual Professional Learning Plan, 2014-present
- Alumni Survey of Preparation, 2014-present
- Principal Survey of Educator Preparation, 2014-present
- Network for the Transformation of Educator Preparation, 2014-2015

Idaho State Department of Education (SDE)

- SDE Accreditation Site Visit Reviewer, Boise State University, March 2016
- SDE Accreditation Site Visit Reviewer, College of Idaho, Fall 2017
- SDE Accreditation Site Visit Reviewer, Brigham Young University-Idaho, Rexburg, October 2018

Professional Leadership

- Leading Effectively, Achieving Performance (LEAP), Fall 2019
- Improve Enhance Achieve (IEA) Evaluation Training, June 2019
- Global Nazarene Education Consortium, MNU, June 2019
- Portfolium Platform, Spring 2019
- Global Nazarene Education Consortium, MVNU, June 2018
- Crucial Conversations, Supervisor Training, NNU, February 2017
- Global Nazarene Education Consortium, ONU, June 2017
- Civility Project—City Club, Boise 2016
- Danielson Group, Train the Trainer, 2016
- Mathematical Thinking for Instructors (MTI), BSU 2016
- Global Nazarene Education Consortium, NNU, June 2016

Scholarship

Scholarship of Discovery

Refereed Publications and Submissions

Gandhi, B., **Sanchez, L**., & Lancaster, L. (2019, April). Poverty is not the greatest educational disadvantage. School Psychology Review. Submitted 5/29/2019.

Sanchez, L., (2018, October). Educator Preparation Program Mid-Cycle Review Self-Study. Idaho State Department of Education (SDE), Professional Standards Committee (PSC), Boise, ID.

Snow, J., Dismuke, S., **Sanchez, L**., Semmelroth, C., Lord, J., & Neil, M. (2018, September). Studying Practice and Student Learning. State Agency for Higher Education, Idaho State Board of Education, Boise, ID.

Brinkerhoff, K., **Sanchez, L.**, & Bohecker, L. (2017, May). Resilience mitigates the impact of adversity and improves school performance. Psychology in the Schools. Submitted 5/8/2017.

Sanchez, R., & **Sanchez, L**. (2016, July). Toward a greater understanding of Hispanic undergraduate retention and departure at a private Christian university using narrative inquiry and autoethnographic methods. Journal of Hispanic Higher Education. Submitted 7/15/2016.

Raney, R., **Sanchez, L.** & Kellerer, P. (2015, August). Impact on reading fluency of double-dosed tier one literacy instruction for struggling kindergarten students. Early Childhood Education Journal. Submitted 8/26/2015.

Raney, R., **Sanchez, L**. & Kellerer, P. (2015, April). Impact on reading fluency of double-dosed tier one literacy instruction for struggling kindergarten students. Journal of Early Childhood Literacy. Submitted 4/28/2015.

Sanchez, L. & Werth, L. (2015, January). Institutional Review Addendum. National Council for Accreditation of Teacher Education (NCATE). Washington D. C.

Blacklock, K., **Sanchez, L.** & Werth, L. (2014, May). Institutional Review. National Council for Accreditation of Teacher Education (NCATE). Washington D. C.

Books, Government Publications and Technical Reports

Sanchez, L. (2006). Croughton Elementary and Middle School Visit Report. Advisory Council on Dependents' Education (ACDE), Department of Defense Education Activities, Wiesbaden, Germany.

Sanchez, L. (2006). Alconbury Elementary School Visit Report. Advisory Council on Dependents' Education (ACDE), Department of Defense Education Activities, Wiesbaden, Germany.

Sanchez, L. (2006). Alconbury High School Visit Report. Advisory Council on Dependents' Education (ACDE), Department of Defense Education Activities, Wiesbaden, Germany.

International, National, or Regional Conference Papers/Presentations

Sanchez, L. (2019, May). Rumeli Koleji International School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.

Snow, J., Dismuke, S., **Sanchez, L**., Semmelroth, C., Lord, J., & Neil, M. (2019, April). Understanding Practices and Impacts of Teacher Induction Programs. American Educational Research Association (AERA), Toronto, Canada.

Sanchez, L. (2019, March). Future Experts International School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.

Sanchez, L. (2018, November). Al Anawrass International School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.

Sanchez, L. (2018, December). Curriculum Mapping: A Plan for Student Learning. Education Systems International (ESI), Riyadh, Kingdom of Saudi Arabia.

Sanchez, L., Raney, T., Snow, J., Colon-Durham, L., Lord, J., & Neill, M. (2018, June). A Rising Tide Lifts All Ships: The Power of Collaboration in the Idaho Coalition for Educator Preparation. National Association of State Directors of Teacher Education and Certification (NASDTEC) 90th Annual Conference, Minneapolis, MN.

Sanchez, L. (2018, March). Virginia International School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.

Sanchez, L. (2017, November). Najaed International School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.

Sanchez, L. (2017, April). Saint Mary-Elias International School for Girls Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.

Sanchez, L. (2017). Common Core State Standards: Exploration and Application for Teachers. Education Systems International (ESI), Cairo, Egypt.

Sanchez, L. (2017). Common Core State Standards: Exploration and Application for Teachers. Education Systems International (ESI), Riyadh, Kingdom of Saudi Arabia.

Kellerer, P., Raney, T., **Sanchez, L**., Snow, J., & Van Mullem, H. (2017, March). EPP Collaboration for Continuous Improvement Across Programs. American Association of Colleges of Teacher Education (AACTE) Annual Conference, Tampa, Florida.

Sanchez, L. (2017). Impact Learning and Student Success in the Classroom. Education Systems International (ESI), Doha, Qatar.

Sanchez, R., & **Sanchez, L.** (2017). Creating Relevancy in the Classroom for Student Success. Federal Programs Conference, Boise, ID. Rank and Tenure Application 52

Sanchez, L. (2016). Impact Learning and Student Success in the Classroom. Education Systems International (ESI), Riyadh, Kingdom of Saudi Arabia.

Sanchez, L. (2016). Arab International School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.

Sanchez, L. (2016). Safwat Al Taliaa School Site Visit Accreditation Report. American International Accreditation Association of Schools & Colleges (AIAASC), New York, NY.

Linder, C., **Sanchez, L**., Raney, T., & Snow, J. (2016). *Continuum of Professional Learning (CPL)—An Idaho Model for Quality Teacher Education.* Idaho School Board Association Annual Meeting, Coeur d'Alene, ID.

Raney, R., **Sanchez, L**. & Kellerer, P. (2015, October). Impact on reading fluency of double-dosed tier one literacy instruction for struggling kindergarten students. Northwest Region Mountain Educational Research Association (NRMERA) in Boise, ID.

Sanchez, L. (2015, June). TeachLivE NOTE Presentation ETS Workshop. National Association of State Directors of Teacher Education and Certification (NASDTEC) in Portland, OR.

Raney, R., **Sanchez, L**. & Kellerer, P. (2015, October). Impact on reading fluency of double-dosed tier one literacy instruction for struggling kindergarten students. Northwest Region Mountain Educational Research Association (NRMERA) in Boise, ID.

Sanchez, L. (2015, June). TeachLivE NOTE Presentation ETS Workshop. National Association of State Directors of Teacher Education and Certification (NASDTEC) in Portland, OR.

Sanchez, L. (2006). Alconbury/Croughton School Site Report. Advisory Council on Dependents' Education (ACDE), Department of Defense Education Activities, Wiesbaden, GE.
Report was presented to Ms. Leslye Arsht, Deputy Under-Secretary of Defense, and Hon. Raymond Simon, Deputy Secretary, US Department of Education.

R. JACKSON NYGAARD

128 N Charles Place Rexburg, ID 83440
nygaardr@byui.edu (208) 403-2829 Mobile

Education

Utah State University – Doctor of Education **December 2008**
- Instructional Leadership
- Research focus in school/community relations

Southern Utah University – **December 2002**
- Administrative and supervisory certificate

Southern Utah University ––Masters of Education **June 1998**
- Secondary Education – Focus in Mathematics Curriculum Development

University of Utah ––Bachelors of Science **June 1994**
- Mathematics/Teaching Major
- Physics/Teaching minor

Professional Experience

Associate Dean of Teacher Preparation **2019-Present**
Brigham Young University – Idaho

- Work with dean of teacher preparation overseeing all matters related to the accreditation process through the state of Idaho (meeting CAEP standards).
- Lead the Education coordinating council in the planning and implementation of improved processes for data collection, analysis, and reporting to facilitate the continual improvement process.
- Collaborate with Data specialist and team of data science student employees in the development of gathering, analyzing, visualizing, and distributing to programs meaningful data to inform the continual improvement process and meet accreditation requirements.
- Prepare required reporting measures annual reports.
- Participate with Idaho Association of Colleges for Teacher Education (IACTE) and Idaho Coalition for Educator Preparation (ICEP).

Mathematics Education Professor **2007–Present**
Brigham Young University – Idaho

- Help prepare future mathematics teachers by helping develop conceptual understanding that will serve the development of their future students.
- Develop and Teach Mathematics Education Courses
  - Course lead for Geometry (axiomatic development for teachers – Math 350)
  - Course lead for Mathematical Connections (Emphasis on Standards for teaching mathematics – Math 285/275)
  - Developed Mathematics teaching courses in fundamentals of Number theory (Math 205) and Geometry (Math 206) including all course materials to lower cost to students.
- Develop and Teach foundations and Lower Division Mathematics courses
- Collaborate on development and redesign of Mathematics for the real world course (Math 108) for campus andonline delivery.
- Collaborate with colleagues in teaching:
  - Geometry (Math Ed. Majors) – Math 350
  - Math Concepts for Elementary Education II – Math 306
  - Elementary Geometry (Ed Majors) – Math 206
  - Fundamentals of Number Theory (Ed Majors) – Math 205
  - History of Mathematics (Math Ed. Majors)– Math 450
  - Mathematical Connections (Math Ed. Majors) – Math 285/275
  - Elementary Math Methods– Ed 442
  - Precalculus – Math 109
  - College Algebra – Math 110
  - Trigonometry – Math 111
  - Calculus – Math 112
  - Math for the Real World – Math 108

R. JACKSON NYGAARD

Professional Experience Continued

Mathematics Department Chair **2014-2019**

Brigham Young University – Idaho

- Facilitate excellence in mathematics instruction for all students
- Communicate with students regarding program curriculum and requirements
- Recruit, hire, and develop outstanding department faculty
- Lead strategic planning and annual stewardship review for departmental programs in Math Education, Mathematical Sciences (including statistics), and Data Science.
- Develop supportive connection between university administration including college dean and the department faculty.
- Receptively understand faculty and student questions, complaints, and suggestions and take appropriate action according to policy and judgement.

Assistant Principal **2004–2007**

Desert Hills Intermediate School, St. George UT

- Observe, collaborate with, and evaluate teachers using Danielson's framework and the WCSD evaluation system
- Consultant for Math grade level department chairs
- Establish and manage student discipline
- Intimate knowledge of & extensive experience developing master schedule
- Knowledgeable of district and state educational policies and resources
- Train teachers serving on school leadership team
- Extensive work with school leadership team and community council
- Chair school technology committee
- Manage annual school fundraiser
- Serve as secretary of Washington County Association of Secondary School Principals

Mathematics Teacher **1994–2004**

Dixie Middle School, St. George UT

- Taught students of basic mathematics through advanced algebra utilizing technology, manipulatives, relevant applications, and traditional methods.
- Served as a trained mentor teacher.
- Facilitated early years enhancement (EYE) level three for WCSD as a Math curriculum specialist.
- Piloted Applied Mathematics course for at-risk ninth grade students using a laboratory based, hands on approach to applied curriculum.
- Developed and revised computer laboratory assignments for use with dynamic geometry software in mathematics courses.
- Instructed USOE mathematics summer professional development for Algebra and Geometry
- Served as item writer for Applied Mathematics State End of Level Test
- Served as item writer and reviewer for Intermediate Algebra District End of Level Test
- Served as Reviewer for Utah Basic Skills Competency Test
- presented at multiple Mathematics district in-services
- Served on committee to write Power Standards for geometry and intermediate Algebra for school district

Technology Specialist **1998–2004**

Dixie Middle School, St. George UT

- Administered and serviced local network with district technology office.
- Serviced and maintained computer hardware and software for administration, teachers, and students.
- Trained and assisted administration and teachers in use of technology.
- Assessed and prioritized technology needs for school.

R. JACKSON NYGAARD

Presentations & Professional Experiences

- Idaho accreditation review team member for University of Idaho accreditation — **November 2020**
- BYU-Idaho Devotional Speaker — **February 2018**
- Presenter ICTM – Teaching Reasoning, Argumentation and Proof — **October 2017**
- U of I Doctoral committee – 3 doctoral candidates — **2014-2015**
- Danielson framework for teaching certification — **February 2016**
- Presenter ICTM – Identity Theft — **October 2015**
- Secretary of Washington County Association of Secondary School Principals — **2005-2007**
- Presenter at 2007 Utah Middle Level Association Conference "An extended period schedule: What we've learned so far" — **March 2007**

Publication

- ***Sources of Confidence in School Community Councils*** – **School Community Journal** — **Fall/Winter 2010**

Professional Organizations

National Council of Teachers of Mathematics (NCTM)
Association for Supervision and Curriculum Development (ASCD)
Mathematical Association of America (MAA)

Military Experience

Personnel Administrator and Rifleman — **1986-1990**
United States Marine Corps

- Managed records section of Battalion Personnel Office – Supervised personnel clerks, updated and audited official Marine files.
- Primary auditor responsible for Personnel office receiving outstanding scores on pay related and general record inspections
- Squad leader and recipient of two meritorious promotions

VITA

Scott P. Gardner, Ph.D.

BUSINESS ADDRESS

Teacher Preparation Programs
525 S. Center St.
223 Clarke
BYU - Idaho
Rexburg, ID 83460-1960
Phone (208) 496-4012
E-mail GardnerS@byui.edu

HOME ADDRESS

92 Starview Dr.
Rexburg, ID 83440
208-201-7424

EDUCATION

Ph.D. Marriage and Family Therapy Program (COAMFTE Accredited). Department of Human Development and Family Studies. Texas Tech University, Lubbock, TX. December, 1995.
Dissertation: **Attachment Style in Adult Male Substance Abusers: Psychiatric Symptomatology, Treatment Compliance, and Life Adjustment**. Major Professor: Richard Wampler, Ph.D.

M.S. Child and Family Development. Department of Child and Family Development. University of Georgia, Athens, GA. 1991.
Thesis: **The Influence of Perceived Social Support on the Parental Satisfaction of Homemaking Mothers**. Major Professor: Gene Brody, Ph.D.

B.S. Brigham Young University, Provo, UT, 1989. Major: Psychology

PROFESSIONAL POSITIONS

Dean

2018-Present Dean, Teacher Preparation Programs, Brigham Young University - Idaho

Interim Dean

2017 Interim Dean, College of Education & Human Development, Brigham Young University - Idaho.

Online Associate Dean

2016-2017 Online Associate Dean, College of Education & Human Development, Brigham Young University - Idaho

Department Chair

2012-2016 Department Chair, Home & Family Department, Brigham Young University - Idaho

Professor

2007- present Department of Home & Family, Brigham Young University- Idaho

Associate Professor

1996-2007 Department of Human Development, Consumer & Family Sciences, South Dakota State University, Brookings, SD.

Acting Department Head

2003-2004 Acting Department Head, Department of Human Development, Consumer & Family Sciences, South Dakota State University, Brookings, SD.

Family Therapist

1995-2010 Marriage & Family Therapist, Private Practice

Graduate Research Assistant

1993 Solution Focused Home-Based Family Therapy Program For Juvenile Delinquents and Their Families, Texas Tech University, Lubbock, TX.

1990-1991	Program for the Study of Competence in Children and Families, Department of Child & Family Development, University of Georgia, Athens, GA.

Graduate Teaching Assistant

1991-1994	Department of Human Development and Family Studies. Texas Tech University. Lubbock, TX. (Full responsibility for teaching a total of 23 classes over 3 yrs)
1989-1990	Department of Child & Family Development University of Georgia. Athens, GA.

PUBLICATIONS

Book Chapters

Gardner, S. & Greiner, C. (2012). Honoring Marital Vows with Complete Fidelity. In A. Hawkins (Ed.) Successful Marriages and Families: Proclamation Principles and Research Perspectives.

Publications (Peer-reviewed)

Gardner, S. & Boellaard, R. (2007) The longitudinal effect of marriage education. A four-year follow-up evaluation on a high school marriage education curriculum. Family Relations: Interdisciplinary Journal of Applied Family Studies.

Gardner, S., Giese, K., and Parrott, S. (2004). Evaluation of the Connections: Relationships and Marriage Curriculum. Family Relations: Interdisciplinary Journal of Applied Family Studies, 53, p. 521-527.

Jones, S. & Gardner, S. (2002). Variables related to attitudes and behaviors of domestic violence in high school students. Journal of Family and Consumer Sciences Education, 20, 1. http://www.natefacs.org/JFCSE/v20no1/v20no1.htm

Gardner, S. (2001). Evaluation of the Connections: Relationships and Marriage curriculum. Journal of Family and Consumer Sciences Education, 19., 1. http://www.natefacs.org/JFCSE/vol19no1/vol19no1.htm

Ceglian, C. P. & Gardner, S. (2000). Attachment style and the "Wicked Stepmother" spiral. Journal of Divorce and Remarriage, 34, 111-129.

Gardner, S. & Howlett, L. (2000). Changing the focus of interventions: The need for primary prevention at the couple level. Family Science Review, 13, 96-111.

Ceglian, C. P. & Gardner, S. (1999). Adult attachment style: A risk factor in multiple marriages? Journal of Divorce and Remarriage, 31, 125-139.

Published Proceedings

Gardner, S. & Wampler, R. (June, 1996). Attachment Style in Adult Male Substance Abusers: Psychiatric Symptomatology, treatment compliance, and Life Adjustment. Proceedings of the Annual Conference of the Society for Research on Alcoholism, Baltimore, MD.

Publications (Non-Peer Reviewed)

Gardner, S. & Boellaard, R. (June, 2006). Four-year follow-up to the evaluation of the

Connections: Relationships and Marriage curriculum. Grant report to the Dibble Fund for Marriage Education. Available at http://www.dibblefund.org/evaluations.htm

Gardner, S. & Boellaard, R. (July, 2005). Evaluation of the Connections: Dating and Emotions curriculum. Grant report submitted to the Dibble Fund for Marriage Education. Available at http://www.dibblefund.org/evaluations.htm

Gardner, S. (December, 2001). Final Summary Report for the Evaluation of the Connections: Relationships and Marriage Curriculum. Grant report to the Dibble Fund for Marriage Education. Available at http://www.dibblefund.org/evaluations.htm

Gardner, S. (1998, September). The bathtub is overflowing: What you can do in primary prevention. South Dakota Association for Marriage and Family Therapy Newsletter, 2, 1-2.

RESEARCH PRESENTATIONS

Invited Research Presentations

Gardner, S. & De Maria, R. (July 2006). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. & De Maria, R. (July 2005). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. (October 27, 2004). Stable Happy Families: The Good New Days. Dakota Fatherhood Summit, Sioux Falls, SD.

Gardner, S. & De Maria, R. (July 2004). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. & De Maria, R. (July 2003). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Reno, NV.

Gardner, S. (May 21, 2003). Smart Marriage Preparation: For Those who Want to Stay Married. Dakota Fatherhood Summit, Fargo, ND.

Gardner, S. (October, 2002). The Marriage Movement: Implications for Fatherhood. Semi-Annual Dakota Fatherhood Summit, sponsored by the Dakota Fatherhood Initiative Pierre, SD.

Gardner, S. (April 19, 2002). Promoting Healthy Marriages and Families. Presentation to Extension educators on my AES research as part of their FNEP, FNP conference.

Gardner, S. (November, 1999). The marriage movement: Update for practitioners. Annual Conference of the South Dakota Marriage and Family Therapy Association, Sioux Falls, SD. (Invited to be the only keynote speaker and all day workshop presenter for the Annual Conference of the South Dakota Marriage and Family Therapy Association).

Presentations at National Meetings (peer reviewed)

Gardner, S. & Boullaard, R. (November, 2006). Four-year follow-up to the evaluation of the Connections: Relationships and Marriage curriculum. Annual Conference of the National Council on Family Relations, Minneapolis, MN.

Gardner, S. & De Maria, R. (July 2006). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. & De Maria, R. (July 2005). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. (July 2005). Four-year follow-up evaluation of the Connections: Relationships and Marriage Curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. & De Maria, R. (July 2004). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Gardner, S. (July 2004). Research Findings on the Connections: Relationships and Marriage Curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Dallas, TX.

Wampler, R., Gardner, S., & Shumway, S. (November 2003). Utility of the 3-Category and 4-Category Adult Attachment Scale Scores in a Clinical Setting. Annual Conference of the National Council on Family Relations, Vancouver, BC.

Gardner, S. & De Maria, R. (July 2003). Evaluation and Assessment: The Basics. Annual Conference of the Coalition of Marriage, Family and Couples Education, Reno, NV.

Gardner, S. (July 2003). Research Findings on the Connections: Relationships and Marriage Curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Reno, NV.

Gardner, S. (June 2002). Evaluation of the Connections: Relationships and Marriage Curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Washington, D.C..

Gardner, S. (June, 2001). Multi-state evaluation of the Connections: Relationships and Marriage curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Orlando, FL.

Gardner, S. (June, 2000). Current Evaluation of the Connections: Relationships and Marriage curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Denver, CO.

Gardner, S. (November, 1999). Promoting healthy families and communities through high school relationship education. Annual Conference of the National Council on Family Relations, Irvine, CA.

Gardner, S. (July, 1999). Evaluation of the Connections: Relationships and Marriage curriculum. Annual Conference of the Coalition of Marriage, Family and Couples Education, Washington, D.C.

Ceglian, C. & Gardner, S. (November, 1998). Adult Attachment Style: An Important Risk Factor in Multiple Marriages? Annual Conference of the National Council on Family Relations, Milwaukee, WI.

Gardner, S. & Wampler, R. (November, 1997). Attachment Style in Adult Male Substance Abusers: The Impact of Age and Ethnicity. Annual Conference of the National Council on Family Relations, Washington, D.C..

Gardner, S. & Wampler, R. (June, 1996). Attachment Style in Adult Male Substance Abusers: Psychiatric Symptomatology, treatment compliance, and Life Adjustment. Annual Conference of the Society for Research on Alcoholism, Baltimore, MD.

Research-based Presentations at State Meetings

Gardner, S. (October 19, 2005). Update on the Research on Youth Relationships and Marriage Education. Annual State Extension Conference for state Extension Educators. Brookings, SD.

Gardner, S. (October 18, 2005). Communication and Conflict Resolution: Dealing with Difficulty People and Difficult Situations. Annual State Extension Conference for state Extension Educators. Brookings, SD.

Gardner, S. (January, 2002). Trends in Youth Development. Training update for state Extension Educators. Brookings, SD.

Gardner, S. (June, 2002). Dealing with Family Stress During the Drought. Training for state Extension Educators. Brookings, SD.

Gardner, S. (August, 1999). Training and update for teachers for the Connections: Relationships and Marriage curriculum. Annual South Dakota Family and Consumer Sciences and Vocational Education Conference, Sioux Falls, SD.

Research-based Presentations at Local Meetings

Gardner, S. (March 2011). Our Children: To Rescue, or not to Rescue, that is the Question. BYU-Idaho Home and Family Conference, Rexburg, ID.

Gardner, S. (January & April 2011). Team Communication Dynamics. For Early Childhood education instructor classes.

Gardner, S. (June, 2006). The Myths of Marriage. University Week for Women. South Dakota State University, Brookings, SD.

Gardner, S. (October 18, 2005). Promoting Healthy Families and Communities through High School Relationship Education. Update on Agriculture Experiment Station research projects. Brookings, SD

Gardner, S. (February 9, 2005). Promoting Mental Health Through High School Relationship Education. Presentation to the CSREES accreditation review team. Brookings, SD.

Ceglian, C. & Gardner, S. (March, 2000). Attachment style and the "Wicked Stepmother" spiral. College of Family and Consumer Sciences Research Brown Bag, Brookings, SD.

Gardner, S. (September, 1999). Evaluation of the Connections: Relationships and Marriage curriculum. College of Family and Consumer Sciences Research Brown Bag, Brookings, SD.

GRANTS & CONTRACTS

Funded External Grants & Contracts

2011	Gardner, S. Evaluation of the What's Reel Curriculum. Funded by the Dibble Institute for Marriage Education $5870
2006-2011	Reed, K., Flinton, M., Kane, A., Eason, J., & Gardner, S. Dibble Fund Healthy marriage Demonstration Grant. Department of Health & Human Services. $2.75 Million over 5 years. My portion coming to SDSU is $125,000.
2003-2006	Gardner, S. Four-Year Follow-up Evaluation of the Connections: Relationships and Marriage Curriculum. Funded by the Dibble Fund for Marriage Education. $11,000.
2003-2005	Gardner, S. Evaluation of the Connections: Dating and Emotions Curriculum. Funded by the Dibble Fund for Marriage Education. $11,000.
2000	Gardner, S. National Evaluation of the Connections: Relationships and Marriage Curriculum. Funded by the Dibble Fund for Marriage Education. $8395.

1998 Gardner, S. Teacher training grant. Funded by South Dakota State Division of Workforce and Career Preparation. Provided training in the Connections: Relationships and Marriage curriculum for South Dakota high school teachers. $1,400

1998 Gardner, S. Curriculum purchasing grant. Funded by South Dakota State Division of Workforce and Career Preparation, and by South Dakota State Division of Education and Cultural Affairs. Purchased Connections: Relationships and Marriage curriculum for South Dakota high school teachers who would participate in evaluation study, $8,000.

*Note: The last two grants above were necessary to provide South Dakota teachers with the curriculum to be evaluated by my AES research. The grants did not come to me or the University, but I was the one who found the available funds (from existing grants), begged for the money etc.

Submitted External Grants & Contracts (Not Funded)

2005 Gardner, S. Longitudinal Impact of High School Marriage Education. Department of Health and Human Services, Healthy Marriage Research Initiative. $450,000

2003 Daniels, A.M. & Gardner, S. Preventing Marital Stress in Rural Families. Submitted to NIMH. $486,000.

1999 Enevoldsen, B., Daniels, A. M., Gorham, E., Gardner, S. Personal and economic well-being of rural families anticipating retirement. Submitted to the National Research Initiative. $300,000.

Internal Funding

2003-2008 Promoting Healthy Families and Communities through Relationship Education. Funded by Agriculture Experiment Station, Federal Hatch Grant, approximately $63,000 over 5 years.

2001 Penor Ceglian, C. & Gardner, S. Divorce education and remarriage preparation in South Dakota: Current status, availability and effectiveness. Submitted to the FCS Research Support Fund, $2500 Funded.

2001 F.O. Butler Campus Development Grant. Applied for and received this grant to bring Joseph Tombs, JD, CFP to SDSU in the Spring of 2001. $700.

1999	Promoting Healthy Families and Communities through High School Relationship Education. Submitted to the FCS Research Support Fun, $2500 Funded.
1999	Title III Integrated Instructional Technology Faculty Development Award. $1750 Funded.
1999	Promoting Healthy Families and Communities through High School Relationship Education. Funded by Agriculture Experiment Station, Federal Hatch Grant, approximately $63,000 over 5 years.
1999	F.O. Butler Campus Development Grant. Applied for and received this grant to bring the president and director of the National Institute on Media and the Family to SDSU in the Spring of 2000. $1500.
1998	Instructional enhancement grant. Bought out one of my classes in order to prepare new course for Internet delivery. South Dakota State University, $2,380.
1996	F. O. Butler Fund, to bring in speakers to the university, South Dakota State University, $250.
1996	Instructional & Research Grant, South Dakota State University, $2,300.

REVIEWER

2004-present	Reviewer for Family Relations: Interdisciplinary Journal of Applied Family Studies
2010, 2006, 2002	Asked to review text book: Olson, D. & DeFrain, J. (2009, 2005). Marriages and Families: Intimacy, Diversity and Strengths. New York: McGraw Hill.
2005	Reviewer for Social Behavior and Personality: An International Journal.
1999, 2004, 05	Served as a reviewer for submissions to the annual conference of the National Council on Family Relations
2001	Reviewed marriage and family text book in preparation for next revision. Lauer, R. & Lauer, J. (2000). Marriage and Family: The Quest for Intimacy.

1999 Reviewer for the National Council on Family Relations Family Therapy Section Student Paper Award Program.

1997 Reviewed textbook, Anderson, S. & Sabatelli, R. (1995). Family Interaction: A Multigenerational Developmental Perspective. Allyn and Bacon: Boston.

STATE AND NATIONAL RECOGNITION FOR RESEARCH

2005 Interviewed by Argus Leader about parenting tips.

2001 Interviewed by KELO Television. Spotlighted my research in Eye on Keloland.

2001 Copies of research results requested by Mike McMannus (nationally syndicated columnist) and the Coalition for Marriage, Family & Couples Education.

2001 Interviewed by Christian Science Monitor 3/30/01.

2001 Interviewed for article in the Mitchell Daily Republic. February.

2001 Article in SD Farm & Home Research. January.

2000 Interviewed about my research by the National Catholic Register.

2000 Interviewed by the Chicago Tribune, article appeared in Summer 2000.

2000 Interviewed by Agricultural Communications, for SD Farm & Home Research.

1999 Interviewed and quoted in Time, June 21, 1999.

1999 Interview with Jill Callison with the Argus Leader about the future of families. Article printed 4/25/99

1999 Interviewed by Tom Baer and cited in: Building Character in our most important resource by Stephanie Misar, SD Farm & Home Research, 49, Number 4, October 1998 p. 18.

1999 Interviewed by Media Tracks Communications about my research. The interview was produced in the Radio Health Journal and distributed to approximately 340 radio stations around the country.

1998 Interviewed and quoted in USA Today, July 14, 1998.

1998 Interviewed with Chicago Tribune 12/18/98.

1998 Interviewed with React (teen section of parade magazine) 12/23/98.

TELEVISION, RADIO AND OTHER MEDIA PRESENTATIONS

Gardner, S. (2006, September). We Need More Time Away from the Job. Brookings Register, Brookings, SD.

Gardner, S. (1999, November). Marriage Education. In Media Tracks Communications, (Producer). Des Plaines, Il. Radio Health Journal, #99-51. [broadcast nationally to approximately 340 radio stations].

Gardner, S. (1998, December). Family Stress. Brookings Register, Brookings, SD.

Gardner, S. (1997, January). Family Stress. In Agriculture Extension Communications, South Dakota State University (Producer). Today's Ag. Brookings, SD:KESD.

Gardner, S. (1997, January). Family Stress. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]

Gardner, S., Moss, D., Muxen, M. (1997, February). Surviving the Storm Part 2: Family Stress. In Agriculture Extension Communications, South Dakota State University (Producer). Today's Ag. Brookings, SD:KELO.

Gardner, S. (1997, April). Parenting: Quality or Quantity Time. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]

Gardner, S. (1997, April). Parenting: Turning Your Preaching into Teaching. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]

Gardner, S. (1997, August). Back to School. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]

Gardner, S. (1997, May). Parenting: Creating the Dream Teen. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]

Gardner, S. (1997, November). Maintaining Marriages. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]

Gardner, S. (1996, December). Helpful hints for the holiday hazards of parenting. In Agriculture Extension Communications, South Dakota State University (Producer). Brookings, SD: [broadcast regionally by approximately 40 radio stations]

Gardner, S. (1996, June). Parenting: The dream teen. In Daybreak. Lubbock, TX: NBC affiliate.

Gardner, S. (1996, March). Parenting: Turning your preaching into teaching. In Daybreak. Lubbock, TX: NBC affiliate.

Gardner, S. (1996, January). Parenting: Quality time versus quantity time. In Daybreak. Lubbock, TX: NBC affiliate.

LOCAL PRESENTATIONS

Gardner, S. (5 Times 2010-2011). Dating Models. Presented to College congregations and youth groups, Rexburg, ID & Rigby, ID.

Gardner, S. (March 2010). Sealing your Sealing. Presentation at the Home and Family Conference, BYU-Idaho, Rexburg, ID.

Gardner, S. (November, 2009). Best Parenting Practices. Presentation to the FCS Society, BYU-Idaho, Rexburg, ID.

Gardner, S. (May 2009). Marriage Preparation. Presentation at the Home and Family Conference, BYU- Idaho, Rexburg, ID.

Gardner, S. & Daniels, A. (February 27, 2006). Marriage Communication: Learning the PREP Approach. Community presentation with the South Dakota Cooperative Extension Service. Brookings, SD.

Gardner, S. & Gardner, B. (November, 2005). You are How You Dress. Regional Youth Conference, Church of Jesus Christ of Latter-Day Saints, Sioux Falls, SD.

Gardner, S. (October 18, 2005). Communication and Conflict Resolution: Dealing with Difficulty People and Difficult Situations. Annual State Extension Conference for state Extension Educators. Brookings, SD.

Gardner, S. (April, 9, 2005). Striving for Happily Ever After – From Choosing a Spouse to Keeping Love Alive. Regional Young Single Adult Conference, Church of Jesus Christ of Latter-Day Saints, Fargo, ND.

Gardner, S. (November 11, 2004). Everyday Communication in Marriage: Getting it

Right and Keeping it Strong. South Dakota Cooperative Extension Service, Britton, SD.

Gardner, S. (February 18, 2003). Child Discipline in the Troop. Training for the Buffalo Ridge District of the Boy Scouts of America.

Gardner, S. (August, 2003). Strengthening your marriage: Commitment, communication, and cuddling. Training for the Relief Society (women's group) of the Church of Jesus Christ of Latter-day Saints, Sioux Falls, SD.

Gardner, S. (June, 2003). Family Finances. Training for the Relief Society (women's group) of the Church of Jesus Christ of Latter-day Saints, Brookings, SD.

Gardner, S. (September 14, 2002). Conflict Resolution for Caregivers. Presentation for the Family Resource Network. Brookings, SD.

Gardner, S. (March 2002). Scout Discipline. Presentation on parenting and mentoring to meet the needs of children. Boy Scouts of America. Brookings, SD.

Gardner, S. (June 2001). Primary Prevention at the Couple Level. Optimist Club, Brookings, SD.

Gardner, S. (September, 2000). Keeping Marriages Strong. Church of Jesus Christ of Latter-day Saints, Women's group. Huron, SD.

Gardner, S. (October, 1999). The marriage movement: What you can do. First Presbyterian Church, Sioux Falls, SD.

Gardner, S. (March 1999). Keeping marriages strong. First Annual caregivers Workshop, sponsored by the South Dakota AgrAbility Project. Sioux Falls, SD. Enjoyed a very positive overall rating from the 23 participants in my session. 4.9/5 points. This required communicating complicated issues to a non-technical audience.

Gardner, S. (June 1999). Relationships and dating. Presentation for 2 sessions of the 4-h conference. Brookings, SD.

Gardner, S., White, J., & Butman, M. (February, 1998). Effective Interpersonal Relationships for Single Adults. Church of Jesus Christ of Latter-day Saints, Sioux Falls, SD.

Gardner, S. & Gardner, B. (March, 1998). Family Reunions: Activities, Planning, and Damage Control. Presented at the annual Tri-County Women's Conference. Madison, SD.

Gardner, S. (August, 1997). Changing Insecure Attachment Meeting presentation to Education and Support Together. Brookings, SD.

Gardner, S. (May, 1997). Developmentally Appropriate Discipline. Training for primary teachers sponsored by the Sioux Falls Stake of the Church of Jesus Christ of Latter-Day Saints. Sioux Falls, SD.

PROFESSIONAL ORGANIZATIONS

National Council on Family Relations. 1989-2010.

American Association for Marriage and Family Therapy (Clinical Member). 1991-present.

WORKSHOPS AND TRAINING

March 2011. The Milton H. Erickson Foundation Couples' Conference (& Ethics Pre-conference). 12 continuing education credits. Newport Beach, CA.

Feb. 2011. Ethical Decision Making Workshop. 4 CEU's. BYU-Idaho, Rexburg, ID.

June 2010. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 19 continuing education credits. Orlando, FL.

Feb. 2010. Gottman Therapy Workshop. 6 CEU's. Salt Lake City, UT.

April 2009. Annual Conference of AMCAP. 15 CEU's. Salt Lake City, UT.

June 2008. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 12.25 continuing education credits. San Francisco, CA.

June 2007. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 14.25 continuing education credits. Denver, CO.

June 2006. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 16.5 continuing education credits. Atlanta, GA.

November, 2005. Ethics: The Credibility Gap. 7 continuing education credits. Killian College, Sioux Falls, SD.

September, 2005. Understanding Grief Workshop. Brookings Hospital. Brookings, SD.

July, 2005. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 13 continuing education credits. Dallas, TX.

.July, 2004. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 9 continuing education credits. Dallas, TX.

November 2004. National Council on Family Relations Annual Conference. 6.75 continuing education credits. Orlando, FL.

October 2004. Bad Couples Therapy. Annual conference of the South Dakota Association for Marriage and Family Therapy. 6 continuing education credits. Sioux Falls, SD.

October 2004. Take Back Your Family Time. Annual conference of the South Dakota Association for Marriage and Family Therapy. 2 continuing education credits. Sioux Falls, SD.

November, 2003. National Council on Family Relations Annual Conference. 13.5 hours of continuing education credit for various workshops. Vancouver, BC.

Summer, 2003. Grant Writers' Seminars and Workshops. Summer long workshop. Brookings, SD.

Summer 2003, Bush Summer Technology Sessions including: Maverick: Getting Started; Maverick File Management; Maverick: External Software; Maverick: Assessment; Maverick: Communication.

Summer 2003, Bush Summer Technology Sessions including: FrontPage: Editing Basics; FrontPage: Working with Forms and Databases; FrontPage: Using Web Components and Effects II; FrontPage: Themes and Shared borders

June, 2003. Collaboration Using Word. Bush Faculty Development Workshop. Brookings, SD.

June, 2003. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 17 continuing education credits. Reno, NV.

April 2002, In the Shadows of the Net. 7.5 hours of continuing education credit. Sioux Falls, SD.

July, 2002. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 16.75 continuing education credits. Washington, DC.

November 8-11, 2001. National Council on Family Relations Annual Conference. ? hours of continuing education credit for various workshops. Rochester, NY.

.June 21-July 25, 2001. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 25.25 continuing education credits. Denver, CO.

June 5-6, 2001. Dakotas' Conference. 6.5 hours of continuing education. Aberdeen, SD.

June 29-July 2, 2000. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 25.25 continuing education credits. Denver, CO.

June 5-9, 2000. Bush Technology Academy: WebCT Training. Brookings, SD.

May 31 - June 2, 2000. Bush Technology Academy: Advanced Computer Training. Brookings, SD.

April 29, 2000. Marriage Savers Seminar: Training in Using FOCCUS & REFOCCUS Instruments. 1-day workshop. Sioux Falls, SD.

March 9-11, 2000. Revitalizing the Institution of Marriage for the 21st Century: Social Science and Legal Scholars Setting a Research and Policy Agenda for Strengthening Marriage. Provo, Utah.

July 1-4, 1999. Coalition for Marriage, Family and Couple Education Annual Smart Marriages - Happy Families Conference. 22 continuing education credits. Washington, D.C..

November 12-15, 1999. National Council on Family Relations Annual Conference. 11.5 hours of continuing education credit for various workshops. Orange County, CA.

October 1999. National Research Initiative, USDA, Southern Regional Competitive Grants Workshop. One day. Orlando, FL.

August 1999. Title III Faculty Workshop. Various sessions on integrating technology in the classroom.

September - December 1999. Title III Laptop training. One session a week on PowerPoint, Word, etc.

Jan 5-6, 1998. Course Web Page Development Training. South Dakota State University.

July 8-11, 1998. Smart Marriages - Happy Families Annual Conference. 14 continuing education credits. Washington, D.C..

July 9, 1998. School-Based Marriage Education Programs Workshop. 8 continuing education credits.

November 1998. National Council on Family Relations Annual Conference. 10 hours of continuing education credit for various workshops. Washington, D.C.

Various Dates, 1998. Internet Course Trainings. South Dakota State University.

February 21, 1997. Jeffrey K. Zeig, Hypnosis in Time-Limited Therapy: Fundamentals of the Ericksonian Approach, Annual conference of the South Dakota Association for Marriage and Family Therapy, Sioux Falls, South Dakota.

September 1997. Bush Faculty Training Workshops, South Dakota State University.

September 1997. Annual conference of the American Association for Marriage and Family Therapy, 11 hours of continuing education credit for various workshops. Atlanta, GA.

September 1997, Annual conference of the Association of Marital and Family Therapy Regulatory Boards. 12 hours of continuing education credit for various sessions on regulatory and ethical standards for marriage and family therapists. Atlanta, GA.

October 9, 1997, Alternatives to Spanking, Satellite video-conference, South Dakota State University.

November 1997. Annual conference of the National Council on Family Relations. 10 hours of continuing education credit for various workshops. Washington, D.C.

Spring, 1996. Narrative Therapy workshop. Harlene Anderson, Ph.D. presenter, Texas Tech University, Lubbock, TX..

INSTRUCTION

Undergraduate Courses Taught

2007-present	FAML 160, Family Relations; FAML 100, The Family; FAML 220 Parenting; FAML 300 Marriage; FAML 400 Family Theories & Dynamics; FDREL 200, Family Foundations.
2006	HDFS 341, Family Theories
2006	HDFS 457, Family Assessment
2004, 2006	HDFS 355, Prevention Programs
1996- 2007	HDCF 241, Family Relations (1 section/ semester)
1999, 01, 03	HDCF 141, Individual & the Family (1 section) (Via Internet Delivery: http://learn.sdstate.edu)
1998, 00, 02	HDCF 141, Individual & the Family (2 sections) (Via Cable Television)
1996-2003	HDCF 141, Individual & the Family (2 sections/ semester)
1993-1994	HDFS 3320, The Contemporary Family (1-2 sections/ semester)
1993-1994	HDFS 2322, Courtship & Marriage (4 semesters)

(Correspondence Course)
1992-1993 HDFS 2322, Courtship & Marriage (2 sections/ semester)
1991 HDFS 2320, Basic Interpersonal Skills (2 sections)
1989-1990 CFD 395, Child Development Lab (2 labs/ semester)

Graduate Courses Taught

1997-2007 HDCF 777, Child & Family Counseling (every other year)

2000 HDCF 593, Special Topics in Youth Development (Via Internet Delivery: www.learn.sdstate.edu)

GRADUATE STUDENTS, THESIS ADVISOR

2004-2006 Sang Hyun Kim as thesis advisor and major advisor, and **we based his thesis on some of my research data.**

2003-2005 Rila Boellaard as thesis advisor, and **we based her thesis on some of my research data.**

2001-2003 With Sue Parrott, **analyzed some of my data** on student perceptions of their parents' marriage. Results submitted for publication Dec. 2003. Resubmitted Jan. 2006.

2001 Worked with Tricia Visker as her thesis advisor. **Manuscript submitted for publication** and resubmitted Oct. 2006.

2001- 1999 Worked with Shannon Jones as thesis advisor, and **we based her thesis on some of my research data.**

1999- Kelly Giese, We plan to base her thesis on some of my research data.

1999 Darci Stanford, The Impacts of School Uniforms on Schools, Parents and Students**.** Graduated December 1999.

GRADUATE STUDENTS, THESIS/DISSERTATION COMMITTEE MEMBER

2006 Thesis committee for Justin Durham, Health, Physical Education and Recreation, Graduate School representative. SDSU

2005- Dissertation committee for Brittany Fennel, Louisiana State University.

2004 Dissertation committee for Azeb Hamda as graduate school representative, SDSU

2004 Dissertation committee for Tricia Visker as minor/supporting area representative

AWARDS AND HONORS

2005 Students' Association Teacher of the Year for the College of Family and Consumer Sciences (nominated by students and voted on by students)

2005 Syllabus from my Family Relations course was chosen as a "model syllabus" to be included in the NCFR Family Life Education Syllabus Anthology.

2000 Dr. Sherwood & Elizabeth Berg Faculty Award - Each college chooses 1 nominee and then 1 person is selected for the entire University who "demonstrates commitment and encouraging potential to carry out the land grant philosophy of integrating teaching, research and outreach."

2000 Nominated and selected to be a Sewrey Colloquium speaker (Annual university event).

1999 Outstanding Faculty Award for the College of Family and Consumer Sciences "For practicing your profession with compassion and dignity."

SERVICE ACTIVITIES

National & State Activities

2006 Executive Committee, LDS Marriage Network.

2002-2004 Executive Board Member, National Council on Family Relations, Family Therapy Section.

2003-2004 State Birth to Age 8 Advisory Committee Chair.

1997-1999	Advisory Board Member, South Dakota State Board of Counselor Examiners.
1997	State licensing board representative to the national meeting of the Association for Marriage and Family Therapy Regulatory Boards in Atlanta, GA.

University Committees

2011-present	University Outcomes and Assessment Committee
2005	University Promotion and Tenure Committee (Meets regularly in Dec.)
2001-2007	Sewrey Colloquium Committee (meets Fall and early Spring)
2003-2004	Grove-Law Scholarship Committee
2003-2004	Teacher Education Committee
2003-2004	Teacher Education Advisory Committee
2001-1999	Research Advisory Council for the University (meets monthly).
2002-1999	University Academic Affairs committee (meets yearly)

College Committees

2005-2007	Research Advisory Committee
2005-2006	Resources/Infrastructure Committee
2004	College Core Curriculum (Body of Knowledge) Committee (Co-chair)
2000- 2007	College Graduate Faculty Committee (meets monthly) (chair 2003-2004)
2001-1997	Worked on Family & Consumer Science Exposition Committee (meets in Spring)
2001-1999	Chair College Academic Affairs (Curriculum) Committee
2001-1999	College Scholarship Committee (meets in Spring)

Department Committees

2010-present	Chair Assessment Committee
2007-present	Marriage and Family Studies Program committee
2007-2010	Social Committee
2006-2007	Standards Committee Chair. (meets every other week), works to clarify annual evaluation process, re-work department standards, and will align department standards with new University and College standards in 2007.
1996-2007	HDFS Program Committee (meets about monthly)
2001-1997	Chaired the Human Development, Family Studies Advisory Committee. Organized and directed the annual meeting, revised the committee to include new members and release other members from service. (meets yearly)

Ad Hoc Committees

2007-2010	Home and Family Conference Planning Committee
2006	Chair of Department Standards Committee.
2005	Search committee for the Associate Dean of the College of Agriculture and Biological Sciences and Agriculture Experiment Station Director
2003-2004	Co-chair College Core Curriculum Committee
2000	Search Committee for ECE positions
1999	Chair of Search Committee for the Kluckman position.
2000-1996	Wrote major portion of the Marriage and Family Therapy Program Proposal
1998	Participated in the Innovative Journey Proposal Committee for Internationalizing the University, November (met 2-4 times)
1998	Served on the University Via-Technology Committee (looked at issues related to distance education and access, admissions, etc. for off-campus students.
1997	Volunteered to work on a departmental committee to overhaul the exit exam process. Committee clarified and quantified exit exam process, provided student study sheets, faculty scoring sheets, and criteria for passing, failing, etc. (March -Dec. 1997).

Students Organizations

1998-2003	Co-advisor to Family & Human Relations Club
2000-2003	Advisor to LDS Student Organization. - Helped students organize new organization, create constitution and bylaws, etc.

Other Service Activities

2006	Available counselor for State Extension Service Drought Relief Special, Aired
2006	With my Family Assessment class, we participated in How the Well are You? SDSU Student Health Fair. My students ran a booth on relationship health. Brookings, SD 2/15/06
2006	Participated in Junior Day. Created, set up and staffed the department booth. 10/06.
2005	Participated in Senior Day. Set up and staffed the department booth for visiting high school seniors. 9/24/05.

2001	Asked to present on a panel concerning Starting and Maintaining a Research Program at the Research, Scholarship and Creative Activity Appreciation Day.
2000	2+2+2 Day in the Life Mentor 6/00
2000	2+2+2 Summer Institute Workshop Presenter, and participated in TGIF.
1999	Participated in Junior Day. Set up and staffed the department booth.
1999	Also attended the scholarship banquet for the college
1997	Worked on department recruitment: revised student handbook, gathered preliminary information to produce a recruitment video, and updated the "Career Choices" sheet for HDFS majors to include a brief description of each career/job.
1997	Asked by the Dean to give a presentation of some of our college core classes as well as my research to the Eminent Farmers and Homemakers of South Dakota. The group later voted to contribute $200 to our college research.

Community Activities

2007-2011	Madison Soccer Association, Coach, Referee, Team Manager. Rexburg, ID.
2002-2006	Board member, Sioux Empire Marriage Savers, Sioux Falls, SD.
2005-2007	Brookings Ministerial Association, Brookings, SD.
2000-2003	Board Member, Brookings Area Domestic Abuse Shelter, Brookings, SD.
2000	Board Member, Brookings Area Habitat for Humanity, Brookings, SD.
1998	Member, Brookings Area Youth Coalition, Brookings, SD.
1989-Present	Boy Scouts of America Volunteer (Eagle Scout). Athens, GA; Lubbock, TX; Brookings, SD.

Consulting (Paid)

1995-present	Marriage and Family Therapist: private practice work with couples and families, consult with the Brookings Domestic Abuse Shelter (children's counseling), consult with Advance (grief counseling).

Consulting Presentations (Paid)

Gardner, S. (March 11, 2004). You Are How You Dress?. Presentation on non-verbal communication of dress and modesty in dress. Freeman Academy and Bridgewater High Schools and Middle Schools.

Gardner, S. (November 14, 2004). You Are How You Dress?. Presentation on non-verbal communication of dress and modesty in dress. Scotland, Menno, and Freeman Public High Schools and Middle Schools.

Gardner, S. (February 4, 2003). Married and Loving It. Training for employees of Sioux Valley Electric, Coleman, SD.

Gardner, S. (November, 2002). Working with Children in Therapy Groups. Training for the Brookings Domestic Abuse Shelter Children's Group Advocates.

Gardner, S. (October 17, 2002). Bullies, Victims, Teasing and Taunting. Presentations to Freeman, SD High School, Middle School, and private Academy. Second presentation to High and Middle schools in Menno and Scotland, SD.

Gardner, S. & Peterson, D. (7/31/02). Team Building and Communication. Veterinary Science Department Annual Retreat Workshop. Brookings, SD.

Gardner, S. (2001). Communication and Conflict Resolution in the Workplace. Presentations for business leaders sponsored by SDSU Outreach Programs.

Gardner, S. (2001). Marriage Preparation Seminar. First Lutheran Church, Brookings, SD.

Gardner, S. (2001). Preventing Bullying. Presentations to students, teachers, and parents for the Brookings School District, Brookings, SD.

REFERENCES

Kevin Galbraith, Ph.D.
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525 S. Center St.
223 Clarke
BYU-Idaho
Rexburg, ID 83460-0665
Tel. (208) 496-4011
Fax (208) 496-4003
E-mail GalbraithKe@byui.edu

Steve Dennis, Ph.D.
Chair - Home & Family Department
525 S. Center St.
223 Clarke
BYU-Idaho
Rexburg, ID 83460-0665
Tel. (208) 496-4008
Fax (208) 496-4003
E-mail DennisS@byui.edu

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KENT L. PATTERSON, JR.

3101 John Adams
Idaho Falls, ID 83406

pattersk@d93.k12.id.us
208-201-5055

Qualifications

Thirteen years administrative experience at the elementary level. Six years administrative experience at the secondary level. Seven years teaching experience at high school and middle school level. Excellent interpersonal communication and public relations skills. Proficient in Spanish.

Accomplishments

- *Project Leadership Graduate, 2006*
- *JPAS Instructor – Bonneville Joint School District 2011-present*

Professional Experience

Tiebreaker Elementary 2008 - present

- *Principal*
- *Bonneville SD93 District Leadership Team 2015-16; 2019-present*

Idaho Association of Student Council Executive Director 2014-2017

- *Region 5 & 6 Director IASC 2011-2014*

Hillcrest High School 2005 - 2008

- *Assistant Principal*
- *Renaissance Advisor*

Teton High School 2002-2005

- *Assistant Principal*
- *Athletic Director*
- *Student Council Advisor*

Taylorview Junior High School

- *Teacher/Coach 1996 –2002*

Shelley High School

- *Teacher/Coach 1995-1996*

Education

- ***Master of Administration**, Idaho State University, Pocatello, ID, 2000*
- ***Bachelor of Arts**, major in History, minor in Business Management, Brigham Young University, Provo, UT, 1995*
- ***Associate Degree**, General Education, Ricks College, Rexburg, ID, 1992*

Association and Committee Memberships

- *Member, Idaho Association of Elementary School Principals, 2008 - Present*
- *Member, Idaho Athletic Administrators Association, 2002-2005*
- *Member, Primary Children's Medical Center Telethon Committee, 1998 –2002*
- *City of Idaho Falls Youth Coach 2012 - 2018*

Technical Skills

- *Microsoft Office, Power School, Google Documents, Swivel Camera*

Kim Mikolajczyk

2328 East D Street, Moscow, ID 83843
Work: (208)882-0228, Cell: (208) 669-2086; mikolajk@msd281.org

OBJECTIVE

To obtain appointment to the Idaho Professional Standards Commission representing the elementary principals of the state of Idaho. This appointment will utilize my past knowledge and experience of the PSC and strong dedication and interest to the education profession and the education and safety to our youth in Idaho.

EDUCATION

University of Idaho, Moscow Idaho, 2010
Education Specialist in Education Leadership

Eastern Washington University, Cheney, Washington, 1999
Master's in Social Work, Generalist Practice, Certified School Social Worker

University of Idaho, Moscow, Idaho, 1991
Bachelor of Science in Home Economics, Child Development and Family Relations.

PROFESSIONAL EXPERIENCE

Elementary Principal, A.B. McDonald Elementary School, Moscow, Idaho 2015-Present
Leading an elementary school of 350-400 students with approximately 56 staff. Active member of our district administration team, developing and leading various community, district and school teams. Provide training to staff. District Title IX administrator.

Elementary School Counselor, A.B. McDonald Elementary School, Moscow, Idaho 2001-2015
Provide services to children, family, and staff at McDonald Elementary to increase educational success. Duties included admin designee, 504 coordinator, co-leader of the district crisis team, leadership team member, Danielson development team. Appointed to the Professional Standards Commission representing Pupil Personnel Services, served 2013-2016.

Instructor, Washington State University, Pullman, Washington 2000-2004
Developed and taught Child Welfare Services and Community Organization courses through the Sociology Department.

Instructor, University of Idaho, Moscow Idaho 2001-2004
Established, developed, and taught a Child Protection course through the Sociology Department.

Children's Mental Health Clinician, State of Idaho, Dept. of Health & Welfare, Moscow, Idaho 2001-2004
Team Leader of "Any Door" program, managing a multidisciplinary team to provide services to clients. Coordinator of the WRAP program, in coordination with juvenile probation and Moscow School District. Coordinator of the regional Therapeutic Foster Care program.

Child Protection Social Worker, State of Idaho, Dept. of Health & Welfare, Moscow, Idaho 1995-2001
Investigated allegations of child abuse and neglect. Representative for the region on the state Child Fatality Review Team.

LICENSURES, CERTIFICATIONS, APPOINTMENTS, MEMBERSHIPS

Idaho Education Credential: Administrator-School Principal, Pupil Personnel Services-School Social Worker, expires September 2024

Idaho Association of Elementary School Principals: Member since 2015.

Licensed Master Social Worker: State of Idaho Bureau of Occupational Licenses, expires each year in June.

Idaho Professional Standards Commission: Appointed in 2013, served from 2013-2016. Named as the chair of the Professional Development Committee in 2014. Served on the Executive committee in 2015-2016.

Member of the State of Idaho Keeping Kids Safe panel, developing and reviewing standards of safety, 2000-2004.

"Every Child Learning, Every Day"

Murtaugh High School

500 West Boyd Street
Murtaugh, Idaho 83344
(208) 432-5451 Fax (208) 432-5477

February 22, 2021

Katie Horner
336 6th Ave N
Twin Falls, ID 83301

To Whom it May Concern:

I am writing this letter to express my commitment to the open position with the Professional Standards Commission. Currently, I am in my sixth year of teaching English in grades 7-12. I am also about to graduate with my Masters in Educational Leadership this Fall. After spending time interviewing some of the best administrators in the Magic Valley, I have decided that I need to continue to develop professionally before embarking on my new career as an administrator. I would like to spend more time in the classroom fine-tuning my skills as a professional educator. I think the PSC can help with that process.

Serving as a member on the Professional Standards Commission will not only assist in my professional development, but more importantly, assist in the mission, values, and goals of the commission for the better good of our state schools. I understand that working with this team is a significant responsibility and I will make it a priority to contribute my expertise.

I may be one of the younger applicants, with little professional and community service experience outside the classroom and IEA, but I am passionate and energetic about education and an extremely driven and motivated person. I look forward to assisting the Professional Standards Commission in continuing the difficult work of improving our great Idaho schools.

Sincerely,

Katie Horner

Katie Horner

"Every Child Learning, Every Day"

Murtaugh High School

500 West Boyd Street
Murtaugh, Idaho 83344
(208) 432-5451 Fax (208) 432-5477

02/22/2021

TO WHOM IT MAY CONCERN:

It is my sincere pleasure to recommend Mrs. Katie Horner for a position with the Idaho Professional Standards Commission. As principal of Murtaugh Middle/High School, I have had the privilege of supervising Mrs. Horner since the Fall of 2018. Mrs. Horner is a reliable teacher who works diligently to build strong curriculum, follow district policies, and encourage student success.

Mrs. Horner in pursuing a Master's Degree in Education Leadership with an interest in eventually entering education administration. She has been proactive in seeking learning opportunities to advance her knowledge and skills in this pursuit. Being a part of the Professional Standards Commission would be a beneficial experience that could help her in this pursuit. It has been my experience that Mrs. Horner personally models high standards of ethical conduct in her profession. She is confidential, uses reasonable judgment, and is active in staying current with policy changes and political initiatives regarding education.

Mrs. Horner maintains positive rapport with her colleagues and administration. She approaches her duties with a positive attitude and a desire to learn and grow. I endorse her application for this opportunity with confidence that she would approach this position earnestly with similar fidelity and dedication. If you have any additional questions, please do not hesitate to contact me.

Sincerely,

Adam S. Johnson, ED.S
Principal, Murtaugh High School

Murtaugh High School

500 Boyd Street West
Murtaugh, ID. 83344
(208) 432-5451
"Home of the Red Devils"

February 23, 2021

To Whom It May Concern:

It is with great pleasure that I recommend Katie Horner to you in consideration for a position on the Idaho Professional Standards Commission. I have known Katie for three years, working with her at Murtaugh School, where I am currently the school counselor. Katie has been a wonderful addition to our staff and is an excellent English/Humanities teacher who consistently challenges our students to be the best they can be, both in and out of the classroom.

At this time, Katie teaches two sections of 7th grade humanities, as well as English 9, 10, 11 and 12. In each of her classes, Katie works hard to make sure the lessons she prepares are engaging, meaningful, and meet current curriculum standards in order to prepare students for standardized testing, as well as life after high school no matter what their plans. She holds all of her students to the same high standards she holds herself to, which includes meeting deadlines, being an active participant, and turning in quality work. Katie makes herself available to help students who are struggling before school each day; I only wish more students would take advantage of this opportunity. Katie cares about her students and is acutely aware of her students social-emotional well-being and follows up with me regarding students whom she has concerns about.

Katie has been involved in a variety of professional growth activities throughout her career revolving around curriculum review and development, as well as classroom instruction and management. Currently, Katie is pursuing her Master's degree in Educational Leadership from the University of Idaho in hopes of becoming a school principal. She is one of those individuals who continually looks for ways to improve her educational skills. I strongly believe that her education, professional development experiences, as well as her varied teaching experiences will serve her well if chosen to become a part of this commission.

In closing, I think Katie is exactly the kind of person you are looking for to serve on the Professional Standards Commission. She is not afraid to express an independent thought, and actively listens to what others have to say before making a decision. Katie is conscientious, creative, diligent and purposeful in everything she does, all qualities which will serve her well. Please consider her strongly for this position. If I may provide additional information, please advise.

Sincerely,

Kim M. Draves, M.Ed.
School Counselor

March 1, 2021

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation for Katie Horner. I have known Ms. Horner for five years. I met her while teaching at the University of Nevada (UNR). During the time I have known Katie she has always sought improvement in her own teaching and learning as well as development within the school she is working at. She is an excellent teacher, coach, and community member.

During the time I taught Katie at UNR she consistently demonstrated the utmost care and concern for the students, staff members, and greater community of the school where she completed her practicum. As an English Language Arts teacher, she was constantly meeting with other teachers, counselors, administrators, and parents offering ways to meet students' individual academic and personal needs.

Ms. Horner is a life-long learner, and constantly striving for the best not only for herself, but also in her profession. For example, during her career she has sought out opportunities to teach at all levels in education from K-12 and abroad as well. Additionally, she has taught a variety of subjects ranging from High School English to Reading Strategies.

She is well respected by her community as evidenced by her dance and cheer experience. She is a team player and would be an asset to the Professional Standards Commission.

Sincerely,

Kristina E. Wulfing, M.Ed.
Secondary Science Teacher
Phone: (775) 851-5656
E-mail: kwulfing@washoeschools.net

Damonte Ranch High School
10500 Rio Wrangler Way
Reno, Nevada 89521

Tate B. Castleton

16871 Boehner Rd. Caldwell, ID 83607 Cell: 208 283 8398 tate.castleton@gmail.com

Professional Qualifications

I am a dedicated, highly motivated and driven educational professional with a proven track record of helping students and teachers succeed and implementing successful programs that produce lasting results. I will continually strive to improve the quality of education by providing innovative, interactive, goal-oriented leadership that creates and fosters a safe environment conducive to learning and champions' parental involvement aimed at helping every student succeed. I am an experienced leader who has an impressive reputation for working well with teachers, support staff, and administrators at all levels to improve curriculum, increase engagement, and improve school culture. I am fully capable of leading a team of educators to try new things, adopt new approaches, and buy into and become an integral part of a team effort. I have mentored educators in the implementation of classroom instruction, lesson plans, student engagement that have aligned with district and state standards.

"Tate endeavors to build relationships with students and staff members. He appreciates the opportunity to help others grow academically and personally. He has the ability to expect and encourage the best in others, and he responds to challenging situations with a calm, caring demeanor."

- Dr. Julie Yamamoto
Principal at Ridgeview High School

"In working with Tate over the past four years, I have consistently been impressed by his ability to work effectively with his peers, students, and the public at large. In particular, he is an excellent listener, is resourceful at helping young adults find solutions to challenges they are confronting, and perceptive at finding strategies to help instill motivation in even the most reluctant learners."

- Anthony Richard
Principal at Village Charter School

Professional Experience

April 2020-present Homedale Elementary School Homedale, Idaho
Principal

As principal of Homedale Elementary School, I work tirelessly every day to lead in a positive way, support my teachers and staff, and keep my school open as we navigate these challenging times. I strive to support my teachers both personally and professionally and regularly collaborate with them in an effort to improve student achievement. We also work together to create and nurture a positive school climate and culture. In addition to those responsibilities, I also oversee the day-to-day operations of the school.

- Oversee day-to-day operations
- Create and foster a positive school climate
- Managing people, data, and processes
- Focus on teacher development and student achievement

July 2018-present Boise State University Boise, Idaho

PBIS Tier I Statewide Coordinator, RK-12 Rural Schools Research

Over the past two-plus years I have served as the PBIS Tier I Statewide Coordinator for the RK-12 Rural Schools Research Project at Boise State University. As an external coach I work extensively with 40 rural schools around the state of Idaho training, assisting, consulting, and coaching school teams through Tier I implementation of PBIS.

- Develop Tier I PBIS content for use in trainings, learning modules, videos, and virtual opportunities.
- Train rural schools throughout the state of Idaho in PBIS Tier I.
- Provide on-site technical assistance to rural school in various locations throughout the state – attend meetings, train, coach, and consult schools implementing PBIS Tier I.
- Develop and deliver Virtual Learning Sessions to more than 20 PBIS coaches each month.

June 2017-June 2018 Indian Creek Academy Caldwell, ID
Principal

Hired in the summer of 2017 to design, prepare for, and open Caldwell School District's first-ever alternative middle school by January 2018. Responsible for naming school and creating everything from the ground up, all centered on the PBIS framework, including:

- Created and coordinated school's PBIS framework, trained staff, lead PBIS implementation process, and sustained all PBIS efforts school-wide.
- Hired and trained all classified and certified staff.
- Designed a master schedule tailored to an alternative learning environment and at-risk students.
- Created a student in-take/qualification process centered on PBIS framework.
- Created and monitored behavioral interventions for all at-risk students.
- Oversaw program goals and activities related to PBIS, while evaluating for program effectiveness.
- Provided professional development focused on PBIS and data collection.
- Interacted daily with parents and built relationships with community agencies to promote and nurture mentorships and future opportunities
- Oversaw the Caldwell School District's disciplinary hearings. Sat as chairperson on more than 30 Boards of Review, which determined disciplinary measures for any student who violated certain CSD policies.
- Compiled, reviewed, and used behavior and academic data to improve PBIS implementation at ICA.
- Day-to-day operations of running a middle school focused on PBIS implementation and sustainability.

Aug 2015-May 2017 Syringa Middle School Caldwell, ID
Instructional and Curriculum Coach

- Designed and implemented an Instructional Support Plan for all teachers focused on PBIS framework.
- Observed teachers and led them through coaching cycles using the Cognitive Coaching model.
- Interviewed and made hiring recommendations for new teachers and staff.
- Led data collection and analysis efforts school-wide focused on improving behavior and academics.
- Designed and led more than 25 workshops intended to help teachers in a variety of areas, including classroom management, dealing with difficult students, fostering positive relationships, student engagement, all connected to PBIS.
- Designed and led Staff Developments on a weekly and monthly basis
- Lead, created, implemented and assessed District Assessments.
- Facilitated opportunities for teachers to share strategies, collaborate on curriculum, and increase self-efficacy.

- Worked closely with first and second year teachers on everything from planning, instruction, grading, building relationships and implementing PBIS strategies.

Aug 2014- Aug 2015 Vallivue High School Caldwell, ID
Language Arts Teacher

Responsible for teaching a variety of language arts courses, including English 11 and Pre AP English 10.

- Served on AVID site team. Learned and implemented several AVID strategies for helping student achievement.
- Participated in department meetings that were focused on AVID implementation in the English department.
- Taught approximately 180 students each day and regularly communicated with parents.
- Implemented and sustained PBIS strategies in my classroom and shared them with my colleagues.

Aug 2010-Aug 2014 Canyon Springs High School Caldwell, ID
Language Arts / Professional Technical Education Teacher

Responsible for teaching a variety of language arts and professional technical courses for grades 9-12, including American and British Literature, Developmental, Intermediate, and Creative Writing, Newspaper and Journalism, Speech and Senior Projects and a dual credit class in cooperation with CWI.

- While offering the school's first-ever courses in journalism, assisted students in writing, designing, producing, and publishing the school's first-ever full-scale newspaper,
- Organized a two-day Holocaust event featuring the College of Idaho's Dr. Howard Berger and 90-year-old Holocaust survivor Rose Beal,
- Successfully secured a $40,000 GO ON grant from the J.A. & Kathryn Albertson Foundation for Canyon Springs High School and the Caldwell Freshman Academy,
- While serving as the coordinator for the GO ON grant, 100 percent of CSHS seniors applied to one or more colleges or universities, the number of graduating seniors receiving college scholarships quadrupled, and more seniors than ever before completed FAFSA applications and visited one or more college or technical school campus,
- Served on the school's leadership team and oversaw curriculum and professional development for the entire language arts department,
- Helped create, introduce, and oversee a "Parent's Advisory Committee" (PAC) at CSHS aimed at fostering a positive home-school partnership,
- Canyon Springs High School Teacher of the Year, 2011-2012,
- SMARTSHEET Inspirational Teacher Award, 2012-2013
  (This award was given to only five teachers in the state of Idaho)

Educational Background

Boise State University	Curriculum and Instruction, Ed.D., completion date, December 2021
Western Governors University	Educational Leadership Endorsement, conferred in June 2014
University of Phoenix	Master of Arts in Education, conferred in May 2010
Boise State University	Bachelor of Arts in Mass Communication/Journalism, conferred in May 2008

Certification

Idaho State Certification
Administrator (9/1/2015-8/31/2025)
School Principal Pre K-12
Standard Secondary (9/1/2015-8/31/2025)
English 6-12
Standard Occupational Specialty (9/1/2015-8/31/2025)

Graphic Arts/Journalism

Professional Development

As an Instructional Coach, I designed and facilitated individualized teacher workshops in the following areas:

Managing Behavior
In this session, we will discuss how to Assess Student Behavior: Why Behavior Happens so We Can Identify What to Teach, as well as Providing Consequences for Behavior: Feedback as an Essential Part of Instruction, and finally Classroom Systems and Strategies: Extra Tricks for Students Who Need a Little More.

Classroom Management 101
This session will focus on organizing and managing your learning environment, effective behavior management strategies, and characteristics of effective lesson planning and how that can help you be a better classroom manager and create a productive, successful learning environment for all students.

Dealing with Difficult Students
Difficult students present plenty of challenges in any classroom. This session will equip teachers with a handful of ways they can successfully interact with and help these students.

I Engage in Positive Relationships
Positive relationships, whether through teacher-student relationships, or the relationship students have with peers, can have an enormous benefit.

Better Conversations
Think about how many times you've walked away from school conversations, sensing they could be more productive, but at a loss for how to improve them. As coaches, as administrators, as teachers, it's time to thrive. Learn how to: Coach ourselves and each other to become better communicators; Listen with empathy; Find common ground, and build trust. Our students' academic, social, and emotional growth depends upon our doing this hard work. It's time to roll up our sleeves, open our minds, and dare to change for the better of the students we serve. You can get started now with Jim Knight's Better Conversations.

Visible Learning Round Table
In this session we will welcome Kara Vandas, who is a Corwin consultant and an expert in the areas of feedback and success criteria. With Kara's help, we will continue to build upon our last professional development on feedback, helping you plan and implement intentional, efficient, and effective ways to communicate with your students and strengthen the undeniable link between feedback and success criteria.

Sparking Curiosity and Engaging Students in Learning
Science teacher Ramsey Musallem once said, "...student questions are the seeds of real learning." He also said that in order for students to develop an interest in learning that, "...curiosity comes first." So how do we as teachers spark curiosity and create engaging lessons that will lead students to ask questions and experience "real learning" within the walls of our classrooms? This workshop will explore the idea of curiosity and will provide you with several strategies you can immediately take back to your classroom and use. If you're curious, come check it out!

I Am an Evaluator
This session is designed to help teachers determine whether our practices are bringing out the best learning in our students and what we can do to improve.

I Am a Change Agent

This session is designed to help teachers realize they may be one of the only agents of change in a child's life.

I Talk About Learning and Not About Teaching
The adult in the room is important, but the child should be our main focus.

I See Assessment as Feedback to Me
What sort of formative assessment are we doing to make sure what we're doing in the classroom is actually working?

I Engage in Dialogue and Not Monologue
In the classroom with students, do teachers listen to students or just lecture and talk at students without giving them enough time to debate and discuss?

I Enjoy Challenges
This will work better, if at a young age, we teach students that learning is not always easy, which is one of the greatest parts of it.

I See Learning as Hard Work
Engaging in dialogue, diving deeply into assessment data, teaching students about learning dispositions, and becoming change agents is no easy task, which is why learning is hard work.

Formative Assessments 101
This session will focus on a variety of formative assessments spanning all content areas. These assessments will give both teacher and students feedback, so that what happens in the classroom centered on teaching and learning activities can be altered, modified, or improved according to the results. If you're struggling to use formative assessments effectively or if you're out of ideas, this session is for you!

Planning 101
A well planned, thoughtfully executed lesson is behind every positive learning experience in the classroom. This session will provide teachers with simple, easy to implement tips on how to be a better planner and how to use that plan throughout the school day to help your students' master content while accomplishing the day's objectives.

Student Engagement 101
Every teacher spends plenty of time thinking of ways to increase student engagement in their classroom. This session will present some simple, but effective ways to improve student engagement and enhance the overall experience in your classroom.

Learning Targets 101
If you are one who struggles with or is frustrated by creating solid content and language objectives daily, this session is for you. Learning targets, no matter the content area, should be written in simple, student friendly language that is directly tied to the standards. This session will help you do that and will make creating content and language objectives a pleasure.

Feedback 101
Feedback is one of the most effective ways to build relationships with students and improve student performance, according to John Hattie. This session will equip teachers with strategies for providing students with helpful, and intentional feedback.

GLAD Strategies

GLAD strategies are fun, creative, adaptable, and highly effective when used in any classroom. This session will provide teachers with a wide variety of strategies that can be used daily in any content area. GLAD strategies are most useful when teaching ELL or ESL students, but can be used at any time to improve the learning experience for all students.

Conferences

Presenter: Visible Learning Conference – *Assessing the Effectiveness of Learning Intentions and Success Criteria in the Middle School Classroom – A Work in Progress at Syringa Middle School* – San Francisco, CA

Presenter: Idaho Middle Level Conference – *Kindness Counts – How to Make It Count at Your School* – Boise, ID

References

Dr. Julie Yamamoto – Principal, Ridgeview High School
18800 Madison Rd
Nampa, Idaho 83687
(208) 989-4487

Dr. N. Shalene French – Superintendent, Caldwell School District
1502 Fillmore St.
Caldwell, Idaho 83607
(208) 313-4635

Jodie Mills – Chief Academic Office, Caldwell School District
1502 Fillmore St.
Caldwell, Idaho 83607
(208) 431-4145

Lisa Velasquez – Dean of Students, Canyon Springs High School
516 N. 11th Ave.
Caldwell, Idaho 83605
(208) 794-3398

Angela Gillman
1209 Bluebird Lane, Idaho Falls, Idaho
208.270.2989 - gillange38@hotmail.com

OBJECTIVE: Join the Professional Standards Commission Board

EDUCATION & CERTIFICATIONS

Masters of Education, ISU, Pocatello, Idaho 2020
- School Psychology

Bachelor of Education, LCSC, Lewiston, Idaho 1997
- Elementary Education K-8

PROFESSIONAL EXPERIENCE

Teacher, Westside Elementary School, Idaho Falls, ID (16 years) & Bickel Elementary, Twin Falls, ID (8 years prior)
- Taught 3rd, 4th, 1st, & 2nd grades
- Assist in the review and development of Individualized Education Plans (IEPs) as well as weekly communication with parents and participation in parent-teacher conferences.
- Develop and implement daily lessons with diverse academic and social needs.
- Conduct frequent formative assessments in all subjects areas.
- Differentiate instruction based learning groups using formative and summative assessments.
- PBIS and HRS Committee leadership to implement school wide behavior systems and instruction based strategies

PROFESSIONAL ORGANIZATIONS

Education Association, Twin Falls & Idaho Falls 1998 - current
- Offices: secretary, school representative, President Elect, President, Representative at State and National Assemblies, IEA Region 6 Board Member
- Committees: IFEA Negotiations, IEA Elections Committee, Presenter at Association Summer Institutes
- Duties: lead local representative and board meetings; liaison between local organizations, state organization and affiliates; negotiate with district and school board on behalf of the Association; made presentations to legislators and political committees regarding policies, programs and public opinion; conduct/direct investigations or hearings of employee rights issues; support, enforce and adjust bylaws with elected officers

February 27, 2021

Dear PSC Application Screener,

I'm writing this letter of recommendation for Angela Gillman's consideration on the Idaho PSC. I first met Angela when I taught her daughter in kindergarten. She was a very conscientious mother and was concerned about her child's well being physically, emotionally and academically. For the past eight years I have had the privilege of working with Angela as second grade colleagues. We have worked closely together as a professional learning team. I have observed her work with students, colleagues, and parents. Angela is an outstanding teacher with a great understanding of effective teaching principles and strong leadership skills. I believe she has the intellectual ability and self-determination to excel in, and successfully collaborate on the PSC as an exemplar participant.

Angela is a well-known leader at Westside and in our district through a variety of collaborative opportunities. Angela arranged for our second grade team to collaborate with our district math coach and meet frequently with the coach to discuss and implement new strategies to help build a better understanding of math concepts to incorporate more problem solving strategies and discussions in our math curriculum. Angela has been a cooperating teacher for several student teachers. She sets high expectations and then provides the encouragement and feedback they need to successfully complete their student teaching. The teachers that she has mentored have been hired by our district and they continue their successfully teaching career. Angela also served as the Idaho Falls Education Association president for three years where she lead the teachers and continually worked for improvements for teachers as well as the students.

Angela is a highly qualified candidate for Idaho PSC through a few of these activities among endless others. We need more candidates with public school teaching and teacher advocacy experience like Angela to fill Idaho's highly qualified PSC Committee.

Sincerely,

Irene M. Nukaya

Mark Morgan

722 Brandon

Idaho Falls, ID 83402

morgmark@cableone.net

February 23, 2021

To Whom it May Concern:

I heartily recommend Angela Gillman for a position on the Professional Standards Committee. I have worked with Ms. Gillman for several years both in our school district and on committees for the Idaho Education Association and during our work together she has consistently shown several characteristics that would be valuable to your work on the PSC.

Professionalism: Angela is always on time, engaged in the meeting and ready to contribute. Her professionalism is also seen in her commitment to our Teacher's contract and to the process that the contract entails. I have seen her explain to many groups that the process of the contract must be followed regardless of personal feelings on a matter.

Collaboration: Angela is committed to working with groups from different viewpoints and bringing them to consensus, even if it meant "agreeing to disagree". She has great ability to draw people in and get them to voice their opinion and thoughts on an issue to ensure that all voices are heard in a discussion.

Confidentiality: Angela can be counted on the observe and respect sensitive issues. I know of several issues that were brought to her when she was our I.F.E.A. president, and I know the issues were resolved but I don't know how or what happened because Angela can be counted on to respect the privacy of others.

In closing, I am sure that Angela Gillman would be an excellent member of the Professional Standards Committee.

Sincerely,

Mark Morgan

February 25, 2021

To Whom It May Concern,

Ms. Angela Gillman has been my friend and colleague for the past 6 years. It is my honor to write this recommendation for her to serve as a member of the Professional Standards Committee. Not only is Angela an exceptional educator, but she also empowers others to improve their practice while knowing their rights and responsibilities as educators. She is analytical, collaborative, and is truly an advocate for teachers and due process.

Angela goes above and beyond what is asked of our educators to find new ways to improve her practice. Visiting her classroom truly is an experience, and I always have a difficult time leaving. I know she would be a valuable asset to the Professional Standards Committee because of her own dedication to her professional responsibilities. She is ethical, fair, and professional with students, staff members, parents, and administrators. She is highly respected in Idaho Falls School District #91 for her performance in the classroom as well as her activism in education.

Besides being an outstanding teacher, I have seen Angela grow as an individual through her involvement with the IFEA and IEA. The Association has empowered her to be a voice for all educators, and she exercises her voice often with respect and compassion. She has strengthened the relationship between our Association and School Board, and is often recognized for her leadership throughout Idaho Falls School District #91. Even though I am Angela's supervisor, I am constantly learning how to be a better leader by following her example.

Thank you for considering Ms. Angela Gillman for the Professional Standards Committee. Her unique skill set and strong character make her the perfect candidate for this position. Please feel free to contact me with any questions at (208) 970-2325 or teskfran@d91.k12.id.us.

Sincerely,

Frances Teske
Principal, Westside Elementary
Idaho Falls School District #91

Statement of Commitment to the Profession

Applying for Professional Standards Commission Member

My name is Angela Gillman and I'm writing to request consideration to become a part of the Professional Standards Commission Board. I bring 23 years of personal general classroom experience in Idaho's public school system. I have been interested and seeking a position on the PSC for the last several years and am now at the point in my life that I have the time and capacity to participate. My growing interest has increased as I have attended IEA law classes and worked with IEA attorney, Paul Stark. My passion is the classroom and opportunities that public schools bring our children.

I am seeking this position of being a member of the PSC as an opportunity to be a positive and active participant in the quality of our public schools through the certification process and critique of Idaho's public teachers and their certification. As educators, we have a responsibility to not only remain highly qualified, professional, and innovative, but to hold our cohorts and those we work among to the same high standards. Our communities are as great as our education system teaches and shows them to be. Our children all need the support of all staff members to have the skills and support they need to create our great future of Idaho and this can only be accomplished by holding firm standards to the educators that teach them through meeting multiple students' needs and create both formal and informal learning plans for their growth academically, behaviorally, and socially. My many years in the classroom gives me a solid foundation to relate to learning challenges in the classroom and developing both realistic and appropriate goals for success as well as the challenges teachers have in balancing their everyday lives. I have experienced some traumatic life challenges myself, so I feel I can relate to balancing a professional life among the multitude of life responsibilities we all have. I have been the teachers' Association leader in such positions as negotiator, president elect, president, member rights advocate, and elementary representative which have strengthened not only my leadership skills but the foundation I have to be solutions oriented utilizing both organizational skills and work analytically with groups of people. I have been able to help many of our local educators with issues and concerns pertaining to their teaching in their classrooms and feel highly effective, in the end, supporting our great community of Idaho Falls with GREAT educators.

Thank you for considering me in this grand opportunity of having such an impact on a larger scale in education through work on the PSC. I have contemplated this advancement for nearly seven years now and feel a strong desire to be a specific part of a collaborative group and effort to support and defend Idaho public education and it's highly qualified teaching staff. Thank you for your time and consideration as you review my application.

Angela Gillman

Currently Idaho Falls Westside Teacher 2nd grade

IEA IDAHO EDUCATION ASSOCIATION

March 1, 2021

LINDA JONES
REGION 4 DIRECTOR
ljones@Idahoea.org

IRIS HAWKINS
REGION 4 ASSOCIATE
Ihawkins@idahoea.org

808 Eastland, Suite C
Twin Falls, ID 83301

PH 208-734-5015

www.idahoea.org

Dear PSC Selection Committee,

I am writing to recommend Chelsea Inmon for a position on the Professional Standards Commission. I am the IEA Region 4 Director, working in the Twin Falls office, as well as staff liaison for the IEA Center for Teaching and Learning (CTL). Chelsea Inmon is an instructional coach in Jerome and a CTL Certified Trainer. In my capacity with the CTL, I have had many opportunities to work with Chelsea as one of our trainers.

Chelsea is the consummate professional, which you will find immediately evident in her appearance, the way she conducts herself, and her dedication to fostering professional practice in the CTL and her home school district. Chelsea is highly respected within her district where she has raised the level of professionalism and improved teacher effectiveness. As a CTL trainer, Chelsea is well known for creating forward thinking courses that offer educators dynamic instruction that directly affects teaching efficacy. Chelsea is always focused on how to improve and elevate the profession.

It is for these reasons that I am very pleased to recommend Chelsea Inmon for a position on the Professional Standards Commission.

Respectfully,

Linda Jones

Linda Jones
IEA Region 4 Director
IEA Center for Teaching and Learning

CENTER FOR TEACHING AND LEARNING

Robert T. Stefanakos
1316 N. 6th Street, Boise, ID 83702
208.761.0349 rstefanakos@gmail.com

Professional Objective

Obtain a position on the Professional Standards Commision (PSC).

EDUCATION

American Board for Certification of Teacher Excellence, 2007
Special Education Certification (K-12)
American Board for Certification of Teacher Excellence, 2007
Elementary Education Certification
DePauw University, Greencastle, Indiana 1992
Bachelor of Arts in Communication with a minor in Geology
University of Idaho, Moscow, Idaho 2017
Master of Education, Educational Leadership

TEACHING & PROFESSIONAL EXPERIENCE

Independent School District of Boise City, Boise, Idaho **2007-Present**

Special Education Teacher, Les Bois Junior High School Current

7th & 8th grade Resource Room

Recruited by principal to join staff at his new school. Responsible for implementing and managing the educational needs of students with a wide range of disabilities requiring a variety of different services, modifications and accommodations in their educational experiences. Integral member of school wide Problem Solving Intervention Team. Appointed Electives Department Chair, member of the school leadership team, and admin designee.

Special Education Teacher, Borah High School 2011-2015

11th grade Resource Room

Responsible for implementing and managing the educational needs of students with a wide range of disabilities requiring a variety of different services, modifications and accommodations in their educational experiences. Worked with students' IEP team to develop & maintain students' IEP. As schools SSD Coordinator (Services for Students with Disabilities Coordinator), applied for and administered accommodations for SAT testing. Integral member of school wide Problem Solving Intervention Team.

Special Education Teacher, Timberline High School spring 2011

Secondary Severe & Profound Program (self-contained)

Selected by the district office to improve their severe and profound program by retraining a struggling special education staff to better serve student needs. Conducted individual and whole staff training geared toward student centric needs in addition to implementing and managing the educational needs of students with severe disabilities requiring a variety of different services, modifications and accommodations in their educational experiences. Administered Idaho Standard Achievement Test Alternative (ISAT-Alt).

Special Education Teacher, Borah High School 2007-2011

Dually Diagnosed Program (self-contained)

Developed and delivered a life skills educational program for high school age students with severe cognitive impairment & emotional disturbance. Coordinated with teachers' aides, administration, social

workers and parents/guardians to evaluate and tailor program to each student's individual ability, needs, and motivation. Curriculum included: social skills, basic developmental skills, goal setting and attainment, emotional & financial independence, and self-advocacy. Created and administered rewards and incentive programs to reinforce positive behavior. Utilized behavior analysis/assessment techniques to detect and mitigate conflicts. Maintained accurate and complete student records; prepared reports and activities in accordance with state & federal law.

Substitute Teacher 2003-2007

Consistently requested by teachers and administrators for substitute teaching in all grades and subjects throughout the district with an emphasis in special education. Gained experience-using district reading and math curriculum and working with students with severe learning disabilities. Long-term substitute for 6th grade class at Taft Elementary in spring of 2007.

Contact Advertising, LLP, Boise, Idaho **2002-2003**
Sales Manager
Helped establish a new advertising & marketing agency as a full service agency, rather than Internet centric. Developed and managed sales plan for gaining new business. Created and maintained working partnership with local photography studio. Established restaurant advertising program.

MicronPC, LLC, Nampa, Idaho **1996-2002**

Regional Field Manager – Northwest Region, Government Sales Team 2000-2002

Lead team of three inside sales representatives and one field systems engineer charged with selling enterprise PC hardware and services to state, local and educational institutions in Washington, Oregon & California. Major successes include: contracts with the entire University of California System (10 campuses/ 3 labs), Independent Colleges of Washington (10 Colleges & University) and Oregon Health & Science University, which resulted in $2.8 million in new annual gross revenue. Increased sales 32% from $9.9 million to $13.1 million, in sixteen months.

Major Accounts Field Manager – New York City, National Sales Team 1998-2000
Managed New York City Metro Sales Territory. Directed team of two inside sales representatives and a systems engineer tasked with gaining new business while expanding existing accounts. Increased gross revenue 12% in Fiscal year 2000, even as overall company revenues declined during the same period. Lead entire team to Chairman's Club Honors for FY2000 for being in top 5% of Commercial Sales.

Senior Account Executive - Western Region (Washington), National Sales Team 1997-1998
Revived once thriving Washington territory by gaining new accounts and re-establishing former accounts. Increased sales 37% from a monthly average of $380,000 to $520,000 in 8 months.

Senior Account Executive – Central Region (Texas), National Sales Team 1996-1997
Established new sales territory for Micron's expanding corporate sales team through both field and telephone sales. Opened 26 new major accounts in just under 2 years. Over $13 million in total gross revenue sales for 22-month period.

Account Representative - Direct Response Group (DRG) 1996
Sold Micron computers to business and home users through inbound and outbound telephone marketing. Seven-month sales exceeded $6 million (2,400 units), with more than $1 million in sales during the last two consecutive months. Part of sales training SWAT team for new and existing team members.

Premiere Promotional Advertising, Indianapolis, Indiana **1993-1996**
Account Executive
Sold promotional advertising products for startup company in Indianapolis, IN with four employees. Generated more than a third of the $1 million annual revenue generated by the company with an average gross margin of 35%. Established 6 of the company's top 10 accounts.

Special Skills, Activities, and Interests

Longfellow Elementary International Committee (2019-2020)
New to District Mentor Teacher (2019-2020)
Student Teacher Coordinating Teacher (Fall 2019)
Special Education Grading Leadership Team (2017-2018)
Right Response certified (2007-present)
Mathematical Thinking for Instruction trained (Fall 2014/Spring 2015)
Praxis/Highly Qualified Middle School English Language Arts (7/2011)
Discrete trial trained
Exceptional leadership, organizational, oral & written communication, and problem resolution skills.
Longfellow Intergalactic Mountain Bike Squad (L.I.M.B.S.), Boise, ID (Ride Leader, Grades K-6)
Treasure Valley YMCA, Asst. Youth Basketball Coach, Boise, Idaho (Coach, 2nd – 3rd graders)
Boise Metro League Soccer, Boise, Idaho (Coach, 3rd – 5th graders)
Greencastle Travel Soccer, Greencastle, Indiana (Coach, 6th – 8thh graders)
Cooking, mountain biking, skiing, soccer

References

Becca Anderson, Area Director - Borah Quadrant
Boise School District
8169 West Victory Road
Boise, ID 83709
(208) 854-4000
becca.anderson@boiseschools.org

Laura Brower, Special Education Supervisor - Timberline Quadrant
Boise School District
8169 West Victory Road
Boise, ID 83709
(208) 854-4000
laura.brower@boiseschools.org

Rich Clements, Principal - Les Bois Junior High School
Boise School District
4150 East Grand Forest Drive
Boise, Idaho 83716
(208) 854-5340
rich.clements@boiseschoools.org

To the Members of the Professional Standards Commision,

I am excited about the possible opportunity to serve on the Professional Standards Commission. As a lifelong learner and educator, I have strived to become a better educator by learning and adapting throughout my career. I have had the opportunity to work and live in a small community of St. Maries Idaho early in my career and ladder in the larger schools in the Boise/Meridian area. Through my experiences, I have been able to take my small town approach to the larger community. Through my various teaching experiences, I have learned the importance of establishing and nurturing positive working relationships with students, and our community. Our children deserve the best education possible and serving on this commission would be an opportunity to continue to support my colleagues, students and our community.

I believe that I will be an asset to this committee with my diverse background in schools and educational experiences. I have a B.S. in Chemistry from College of Idaho, a M.Ed. in Curriculum and Instruction from University of Idaho, and an Ed.S. in Administration from the University of Idaho. I have had the opportunity to further my education through the Murdoch Fellowship in which I worked with Dr. Jen Pierce at Boise State University. My fellowship included the study of inorganic carbon in soil and culminated with presenting my findings at the Murdoch National Conference. I was able to take this research experience, obtain a $9,000 grant for classroom materials, and apply it to my chemistry classroom.

As a teacher, I have always advocated for students. My instruction in the classroom varies based on the diverse needs of all learners in the classroom. I have received several classroom grants over my 15 years in education and these grants have helped my students and students of my peers. I have also helped rewrite curriculum for both West Ada and Boise School Districts.

Through my experiences, education, and commitment to education, I believe that I can help achieve the goals, objectives, and mission of the professional standards commission. I believe Idaho is an exceptional place to live and work. I believe it is my commitment to my students, my colleagues and my community, my willingness to work with others as a positive team member, and my love for teaching that make me an exceptional candidate for the Professional Standards Commision.

Thank you for your time and consideration regarding this opportunity, and please feel free to contact me should you have any additional questions, or I could provide any further assistance.

Warm Regards,

Donald R. Eberlin, Jr.

Donald R. Eberlin, Jr. "DJ"

4702 Gage st.
Boise, ID 83706

(208) 954-1832
dj.eberlin@boiseschools.org

Certifications

- Idaho Teaching Certificate, August 2006
- Natural science endorsement, August 2008
- Chemistry endorsement, August 2006
- Idaho Administration Certificate 2013
  - Principal endorsement

Experience

Boise School District #1, *Boise, Idaho* — August 2014 to Present

Teacher – Borah High School

- Manage classrooms with a range of 18-28 students
- Create and maintain class websites
- Teach Biology, Chemistry, and Accelerated Chemistry
  - Helped revised district's Chemistry curriculum making sure it adheres to state and national standards
  - Back to School Committee
  - Murdoch Partners in Science Grant $15,000 (summers 2015 & 2016)
  - Murdoch Supplemental Grant $9,000 (2017-2018)
  - Albertsons Garden Grant through Boise Education Foundation $1,000
  - Boise Schools Foundation Grant (2018)
  - Student teacher and Mentor spring 2019
  - Mentor teacher 2019-2020
  - PEAK Borah Science teacher – online class for credit recovery 2017 - present

West Ada school district #2, *Meridian, Idaho* — August 2007 to June 2014

Teacher – Mountain View High School

- Manage classrooms with a range of 32-40 students
- Teach concurrent credit classes **BIOL 227** Human Anatomy and Physiology (4 credits) and **CHEM 101** Introduction to Chemistry (4 credits) through College of Western Idaho.
- Taught Anatomy, Chemistry, and Biology
  - Helped develop district's Anatomy curriculum and End of Course Exam
  - Internship with School Administration
  - Teamed with teachers to develop an effective school-wide late work policy
  - Member of school's ELL team
  - School Representative on Bell Schedule Committee

- Department of Education Biased Test Committee
- Department of Education Test Question Review Committee
- Recipient of INL Grant for $2,000, Micron Grant for $500, and Idaho State Innovative Grant for $2,000

- Varsity Assistant and Head JV Baseball coach **August 2007 to June 2010**

St. Maries School district #41, *St. Maries, Idaho* **August 2006 to August 2007**

Teacher – St. Maries High School

- Taught Geometry and Algebra
- Head Varsity Baseball Coach
- 7th grade Boys Basketball Coach

Idaho Dept. of Lands, *St. Maries, Idaho* **Summers 1999-2004, 2007-2011**

Incident Command Type 4, Helicopter Manager, Crew Boss, Engine Boss

- Initial attack local fires
- Fire Prevention Technician
- Kept financials and helicopter paper for government – Thousands of dollars a day

Idaho Dept. of Lands, *Deary, Idaho* **2005-2006**

Fire Foreman

- Managed and directed fire crew in daily operations and financials
- Trained IDL fire crews and local rural fire department crews
- Worked with local inmate crew on fire suppression

Education

University of Idaho College of Education, *Moscow, Idaho*

- **Ed.S.** – Administration **August 2013**
- **M. Ed** – Curriculum and Instruction **May 2006**

Albertson College of Idaho, *Caldwell, Idaho*

- **Bachelor of Science, Chemistry** **June 2002**
  - Classes included: Quantum Kinetic Chemistry, Physical Chemistry, three semesters of Calculus, Business Law, Accounting, Economics, Organismal Biology, Independent study on lead content in Coeur d'Alene River
  - Baseball Player: 3-time participant in NAIA World Series (2nd, 3rd, and 5th place finishes)

Interests

Family, traveling, hunting, fishing, running, biking, and swimming

References:

Chris Taylor
Boise School District Science and Sustainability Supervisor
chris.taylor@boiseschools.org
(208) 854-4000

Dennis Konrad
Borah High School Assistant Principal
dennis.konrad@boiseschools.org
(208) 854-4370

Patrick McFadden
Sr. Magistrate judge - North Idaho
jackandsadie23@gmail.com
(208) 660-0274

Lindsey McKinney
11 Chinook Lane
Orofino ID, 83544
(208) 301-8584 (Cell)
(208) 834-2960 (Home)
mcki2450@alumni.uidaho.edu

Objective: A position on the Professional Standards Commission.

Summary of Qualifications:

- Bachelor's of Science in Communication
- Idaho Teaching Certification in Business Education and Basic Mathematics
- Have completed the coursework for Career and Technical Education
- Excellent communication skills
- Proven customer service relations
- Flexible work practices, willingness to learn new positions
- Recognized time management skills
- Proficient with Microsoft Office programs including Word, Excel, PowerPoint, Access, Publisher, and various other programs including Dreamweaver, Photoshop, and InDesign
- Good leadership skills
- Have passing Praxis scores in Business Education and Basic Mathematics

Experience:

Orofino Jr/Sr High School
Orofino, ID
Business/Technology Teacher August 2019-present
Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Accounting, Yearbook and Computer Technology. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Bruneau-Grandview School District
Bruneau, ID
Business/Technology Teacher August 2017-May 2019
Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Business Communications, Sports and Entertainment Marketing and Personal Finance. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Dietrich School District
Dietrich, ID
Business/Technology Teacher September 2015-May 2017
Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Economics, Business Law, Interactive Media, Business Communications, Business Administration and Sports and Entertainment Marketing. Served as the Business Professionals of America advisor, Yearbook advisor, a class advisor and served on the leadership and the budget committees. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Spokane Falls Community College
Pullman, WA
Computer Applications/Business Technology Instructor September 2014-June 2015
Teach a wide range of computer application subjects ranging from beginning to advanced Word, Excel, Access, PowerPoint, Outlook, Publisher, and Keyboarding. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Mountain View School District #244
Kooskia, ID
Substitute Teacher January 2014-June 2015
Substituted in various positions including paraprofessional positions, teachers and the office staff. Also assisted in other duties including before and after school bus duty, recess duty, and lunch duty. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Culdesac School District
Culdesac, ID
Substitute Teacher February 2015-June 2015
Substituted in various positions including paraprofessional positions, teachers and the office staff. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Dabco Property Management
Pullman, WA
Property Manager November 2009-December 2013
Perform Data entry, opening and closing procedures, interact with residents in person and on the phone, filing, checking the mail, creating documents, processing rent payments, compiling leases and other forms, Yardi, general office duties, technical troubleshooting, and other duties as assigned.

Education:

University of Idaho Moscow, ID
Communication 2009
Career and Technical Education
Member of the U of I Marching Band, University Ambassador, Education classes, Integrated Business Curriculum, Accounting, Economics, other related business classes and several computer classes including Desktop Publishing using InDesign, Photoshop. Member of the U of I Chapter of Business Professionals of America. Treasurer for hall government, worked on projects on a team.

References:
Available on Request

SUBJECT

Clark County School District No. 161 Tuition Waiver Request

REFERENCE

February 16, 2012	Board approved the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2011-12, 2012-13, 2013-14 and 2014-15 school years, subject to annual review by the Weiser School District Board of Trustees.
April 20, 2017	Board approved the request by Clark County School District No. 161 to waive the tuition rate charge for the kindergarten-aged child of one of its teachers for the 2017-2018; 2018-2019 and 2020-2021, school years, subject to annual review by the Clark County School District Board of Trustees.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1401 through 33-1405, Idaho Code

BACKGROUND/DISCUSSION

Clark County School District No. 161 is seeking a waiver of the tuition charge for the two children of one of its elementary school teachers. The teacher resides in Monida, Montana and commutes to Dubois, Idaho to teach at Lindy Ross Elementary.

Clark County School District is requesting the State Board of Education waive the tuition rate charge for the requested students for the duration of the teacher's employment in Clark County School District 161. Pursuant to Idaho Code 33-1405, the waiver may be requested for up to four (4) years, subject to annual review by the local board of trustees. Should the Board approve this waiver, it would remain through school year 2024-2025.

The financial and logistical burden of schooling her children in Montana would result in the teacher's inability to continue to work in the district. The teacher is an excellent teacher and mentor to other staff. Knowing the difficulty in the past of hiring qualified Idaho certified teachers, the district believes losing her would put the education of students in Dubois at risk as she would be difficult to replace with another teacher of equal quality.

IMPACT

The tuition rate charge that would be waived this year is $15,254 per elementary student. The parent will provide transportation. Information for these students will not be included when calculating state foundation dollars for this district.

The ability of the school district to retain an excellent teacher will positively impact the students of the school district.

ATTACHMENTS

Attachment 1 – Request for Waiver – Clark County School District
Attachment 2 – Clark County School District Board Meeting Minutes, January 14, 2021

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1402, Idaho Code, allows, "Whenever the parent or guardian of any pupil determines that it is in the best interest of the pupil to attend a school within another district, or to attend another within the home district, such pupil, or pupils may be transferred to attend the selected school…" Similarly, Section 33-1403, Idaho Code, allows the board of trustees of any school district initiate the transfer of pupils, including the transfer of students between Idaho and neighboring states. In addition to authorizing the transfer of students, the board of trustees shall specify the rate of tuition and the cost of transportation, if any. Section 33-1402, Idaho Code, requires the tuition to be waived for any pupils enrolled by the parent or guardian.

Section 33-1405, Idaho Code, establishes how the tuition rate is calculated and authorizes the State Board of Education to waive any portion of the tuition rate for out-of-state students. A waiver request must be made for each individual student and may be made for up to four (4) years. The tuition rate is determined by the State Department of Education and is based on the sum of that district's maintenance and operation costs, depreciation on its buildings, equipment, and other property, and the interest, if any paid by it on bonded debt or registered warrants. The Department then computes what proportion of the sum of said costs, depreciation and interest is based on elementary schools and what portion on secondary schools. Those amounts are then divided by the average daily attendance of elementary or secondary school pupils, in the district, as applicable. The resulting amount is the gross elementary or secondary per-pupil cost. The tuition charged to the sending school district, for out-of-state students is the gross per-pupil cost.

BOARD ACTION

I move to approve the request by Clark County School District No. 161 to waive the tuition rate charge for the children of one of its teachers for the 2021-2022 through 2024-2025 school years, subject to annual review by the Clark County School District Board of Trustees.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Clark County School District #161

P.O. Box 237
Dubois, ID 83423
www.clarkcountyschools161.org
Phone: 208-374-5215 Fax: 208-374-5234
Superintendent: Dr. Blair Wilding Assistant Superintendent: Eileen Holden

February 25, 2021

Matt Freeman, Executive Director
State Board of Education
PO Box 83720
Boise, ID 83720-0037

Clark County School District #161 is requesting a waiver of out of state tuition for the children of one of our elementary teachers. Her oldest child is in 4th grade and the youngest is Kindergarten age.

The teacher lives in Monida, Montana which is at exit "0" right at the Montana border on Interstate 15. She commutes to work at Lindy Ross Elementary School in Dubois, Idaho. The nearest school in Montana is Lima which is in the opposite direction of her commute to Dubois. In addition, there is no school bus route between Lima and Monida for her children to have transportation. If she were to enroll her children in Montana, it would present serious difficulties since she must leave home quite early to get to work by 7:30 a.m. and in instances of emergencies where the parent must go to school to pick up a child during school hours. She will transport her children to Dubois with her.

Considering the low salaries of teachers, and the cost of fuel for commuting to work, the family would not be able to afford the cost of tuition to have her children attend school in Dubois. This would result in her being unable to continue working in our school system.

She is an excellent teacher and mentor to other staff. Knowing the difficulty in the past in hiring qualified Idaho certified teachers, losing her would put the education of our students here in Dubois at risk. It would be difficult to replace her with a teacher of equal quality.

We are requesting this waiver of out of state tuition for the children of this teacher for the duration of her employment in Clark County School District #161. We understand the maximum length a waiver can be requested is 4 years at a time and are asking for that at this time. We believe this is an effort to benefit both the teacher and the Idaho students for which she provides excellent teaching in this district.

Thank you for considering this manner.

Jeri Tavenner

Jeri Tavenner
CCSD #161 Board Chair

Clark County School District 161
School Board Meeting
January 14, 2021
MINUTES

Call to Order	**5:35**	
Pledge		
Roll Call	Jeri Tavenner, Chair	Danette Frederiksen Laurie Small
Attendance	Dr. Blair Wilding, Superintendent Eileen Holden, Assistant Superintendent Lisa Shenton, Business Manager Jolene Johnson, CCEA Dan Hagar, Maintenance Ali Rodriguez, Aide	
Patrons	Amanda Baker Tom L. Strong	

Approval of Agenda

Motion made by Ms. Small and seconded by Ms. Frederiksen to accept agenda. The motion passed unanimously.

Installation of new Board Member

Motion was made to approve Tom L. Strong as Board Trustee for the Clark County School District 161 Zone 2 by Ms. Frederiksen, seconded by Ms. Small. Motion passed.

Tom L. Strong took the oath of office administered by Lisa Shenton, Clerk of the Board.

Annual Meeting of the Board of Trustees

Motion was made to nominate Jeri Tavenner as Board Chair by Ms. Small, seconded by Ms. Frederiksen. Motion passed.

Motion was made to elect Jeri Tavenner as Board Chair by Ms. Small, seconded by Mr. Strong. Motion passed.

Motion was made to nominate Ms. Frederiksen as Vice Chair by Ms. Small, seconded by Mr. Strong. Motion passed.

Motion was made to elect Danette Frederiksen as Vice Chair by Ms. Small, seconded by Mr. Strong. Motion passed.

Motion was made to appoint Lisa Shenton as board clerk and treasurer for the district by Ms. Small, seconded by Ms. Frederiksen. Motion passed.

Motion was made to set monthly meeting to every 2nd Thursday of the month at 5:30 p.m. located at the Clark County High School Library, with January 13 being the annual meeting as well as set the budget hearing to June 10, 2021. Posting of the agenda will be the Lindy Ross, Clark County High School, City Library and the web page, by Ms. Small, seconded by Mr. Strong. Motion passed.

Employee of the Month

The employee of the month at the Lindy Ross is Ali Rodriguez. She is an aide at the Lindy Ross as well as helps in the food service and maintenance, she was voted by her peers. She was presented with flowers and her name will be placed on a plaque that will be placed in the school.

The employee of the month at the Junior and Senior High School is Sherry Locascio. She is the English teacher for Junior High for the district. Sherry was unable to attend the meeting. She will be presented with flowers and a plaque will be placed in the high school as well.

Maintenance Report

Dan Hagar discussed the furnace being replaced in the shop and replacing bulbs to LED. He also stated that we spent approximately $6700 in lights for the high school to update and replace lights, with Rocky Mountain Power's incentive program we should be receiving approximately $3000 back. He also stated that a toilet at Lindy Ross needs to be repaired, but is unable to work on it until summer when he can shut the water off.

Assistant Superintendent's Report

Mrs. Holden reported that money has been received for the stimulus. She also stated that more stimulus money will be coming to the district, with some of the discussion being that the state will cut some of the discretionary money due to the money being received. She also stated that our district was chosen to go over our Special Education department and paperwork which will be due the end of February.

Superintendent Report

Dr. Wilding stated that the Governor's stage 2 plan for athletics will allow 2 spectators per player and 18 support staff. They will need to wear masks, disinfect bathrooms, clear between games, visitor team comes in at a different location, and labeling of doors. If we are out of compliance the first is a warning, second forfeit game, 3rd forfeit rest of season. Agreement has to be signed by January 15th and remitted to the state. He also stated that the teachers and staff will be able to get the COVID vaccination if they choose.

Discussion Items

Board discussed some training options for the board by Lisa Sherrick. Ms. Holden is going to reach out to Ms. Sherrick to get a schedule of times she could do the training.

Supplement levy was discussed concerning date, and options for informing the community of when the date to vote.

Action Items

Motion was made to have the supplemental levy set on March 9th by Mr. Strong, seconded by Ms. Frederiksen. Motion passed.

Motion was made to approve Hannah & Rhett Smith out of state waiver of tuition for the next four years by Ms. Frederiksen, seconded by Ms. Small. Motion passed.

Motion was made to approve the claims by Ms. Frederiksen, seconded by Mr. Strong. Motion passed.

Motion was made to approve the payroll by Ms. Small, seconded by Ms. Frederiksen. Motion passed.

Motion was made to approve the minutes by Ms. Frederiksen, seconded by Ms. Small. Motion passed.

Motion was made to approve second reading of policy #1500 to change board meeting night to the 2nd Thursday of every month by Ms. Small, seconded by Mr. Strong. Motion passed.

Executive Session

Motion was made to move into executive session pursuant to Idaho code 74-102 (1) (a) by Ms. Frederiksen seconded by Ms. Small. Roll call Ms. Small – aye, Ms. Tavenner - aye, Mr. Strong – aye, and Ms. Frederiksen – aye. Motion passed.

Resume Open Session at 8.41 p.m.

Adjourn: **8:42 p.m.**

Board Chairman 2-11-2021 Date

Board Clerk 2-11-2021 Date

TAB	DESCRIPTION	ACTION
1	**PROGRAM PROGRESS REPORTS**	Information Item
2	**BOARD POLICY III.Q. – ADMISSION STANDARDS – FIRST READING**	Action Item
3	**BOARD POLICY III.U. –TEXTBOOK AND INSTRUCTIONAL MATERIAL AFFORDABILITY– FIRST READING**	Action Item
4	**BOARD POLICY III.Z. – DELIVERY OF POSTSECONDARY PROGRAMS – SECOND READING**	Action Item
5	**BOISE STATE UNIVERSITY – MASTER OF SCIENCE IN CYBERSECURITY**	Action Item
6	**FREEDOM OF EXPRESSION AND RESPONSIBILITY**	Information Item

SUBJECT

Program Progress Reports

REFERENCE

December 2013	The Board approved amendments to policy III.G. that would require institutions to provide a report on graduate programs approved by the Board.
December 2017	The Board was presented with program progress reports for graduate programs offered by Idaho universities.
December 2018	The Board was presented with program progress reports for graduate programs offered by Idaho universities.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8., Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

Board Policy III.G.8. requires institutions to provide an initial progress report on graduate programs approved by the Board. This provision was added in response to Board member inquiries regarding status of new programs and whether institutions met their projected enrollments from initial proposal submission. While the reporting requirement pertains to graduate programs, the Board requested that staff include baccalaureate programs as part of the review process. This report is provided to Board members to help evaluate whether programs are meeting expectations regarding continued student interest and sustainability.

Board staff, with input from the Council on Academic Affairs and Programs, developed a template and a timeline to determine when programs will be reviewed.

- Baccalaureate programs - reviewed after six years of implementation.
- Master's programs - reviewed after four years of implementation.
- Doctoral programs - reviewed after six years of implementation.

In accordance with Board Policy III.G.8.b, Boise State University (BSU), Idaho State University (ISU), Lewis-Clark State College (LCSC), and University of Idaho (UI) submitted the following progress reports for this review cycle.

Boise State University

- Master of Science, Biomolecular Sciences
- Education Specialist, Educational Technology
- Master of Social Work

Idaho State University

- Bachelor of Arts, Spanish for the Health Professions
- Master of Science, Health Informatics

Lewis-Clark State College

- Bachelor of Science/Bachelor of Arts, Exercise Science

University of Idaho

- Master's in Public Administration
- Ph.D., Experimental Psychology

IMPACT

Program progress reports will provide the Board with updates on new baccalaureate and graduate programs and whether institutions met intended goals and benchmarks.

ATTACHMENTS

Attachment 1 – BSU Program Progress Report - EdS Educational Technology
Attachment 2 – BSU Program Progress Report - MS Biomolecular Sciences
Attachment 3 – BSU Program Progress Report - MSW Social Work-Online
Attachment 4 – ISU Program Progress Report - BA Spanish for Health
Attachment 5 – ISU Program Progress Report - MS Health Informatics
Attachment 6 – LCSC Program Progress Report - BS/BA Exercise Science
Attachment 7 – UI Program Progress Report - PhD Experimental Psychology
Attachment 8 – UI Program Progress Report - Masters in Public Administration

STAFF COMMENTS

Boise State University

The Master of Science in Biomolecular Sciences was approved by the Board in June 2016. The program projected five enrollments in the first year and had an enrollment of four students during its first year of implementation. In the second year, the enrollment more than doubled. Based on actual numbers provided in the report, the program continued to maintain steady enrollment and reached higher numbers than originally projected; however, the program did see about nine less enrollments in FY2021. BSU reports that the projected number of graduates exceeded the projected levels by year four with seven graduates, and anticipates the program will graduate at least five students in FY21. Based on enrollment trends, BSU anticipates the program will likely continue to graduate at least five students per academic year.

The Education Specialist in Educational Technology was approved by the Board in April 2016. The program projected 10 enrollments initially with approximately 20-48 enrollments for subsequent years. At the time of implementation, the program enrolled six students, and has enrolled an average 29 students over the last two years. BSU exceeded their graduate projections by year one of the

program, however, the numbers will likely remain stable at approximately 10-12 graduates per academic year based on enrollment trends.

The Online Master of Social Work was approved by the Board in August 2015. The program projected approximately 157 enrollments the first year and reached 109 at time of implementation. Based on actual numbers provided in the report, the program exceeded enrollment projections. BSU also exceeded their graduate projections with 87-166 actual graduates in FY18 - FY20 compared to the 32-149 initially estimated.

Idaho State University

The Master of Science in Health Informatics was approved by the Board in June 2016 under the College of Business and was transferred to the Kasiska Division of Health Sciences in Fall 2019. Enhancements were made to the curriculum and the delivery mode at that time. This was primarily to bring curriculum in alignment with industry needs and specialized accreditation requirements. The initial program proposal submitted to the Board did not provide enrollment and graduate projections. Based on actual enrollment numbers provided, the program had fluctuating enrollment numbers ranging from 4-7 with four graduates realized in FY20. ISU reports that faculty turnover after the first year, including three department faculty leaving at the end of Spring 2017 term, were factors in the low enrollment numbers. While they were able to hire a new faculty member in Fall 2017, this faculty member has sole responsibility for managing, developing, and teaching courses under the program. With the program now offered online, enrollment is anticipated to grow. Marketing and promotional efforts are underway to assist in increasing enrollment. One student has been accepted to the program with an additional five to seven applicants anticipated for Fall 2021. Full-time tenure-track faculty and adjunct instructors have also been dedicated to solely support the program.

The Bachelor of Arts in Spanish for the Health Professions was approved in May 2013 for a Fall 2014 start. ISU reports that the program has grown steadily and ahead of expectations since implementation. Based on actual numbers provided, the program met and exceeded enrollment projections with 36 initial enrollments and 46-61 enrollments in subsequent years compared to 10-20 projected. Based on the information provided, the program had 11 graduates in FY16 with fluctuating numbers from six to eleven in subsequent years. ISU reports that graduates of this program have experienced a high rate of successful placement in post-graduate opportunities and anticipates future growth as demand increases. The program has potential to expand and serve an even broader field of students in health and human services professions.

Lewis-Clark State College

The Bachelor of Science and Bachelor of Arts in Exercise Science was approved in May 2014 for a Fall 2014 start. The initial program proposal submitted to the Board did not provide enrollment and graduate projections over three-year period

because those were not collected as part of the proposal process at that time. While projections were not provided, the program proposal did provide a statement indicating a projected 30 enrollments with a growth rate of 10% per year to reach a total enrollment of 60 students. The report provides that the anticipated growth rate of 10% per year was not realized; however, LC State reports the enrollments have remained fairly consistent even with the economic downturn and pandemic. Based on actual numbers provided in the report, the program reached nine enrollments at implementation with 31 enrollments starting in FY16 and 35 enrollments the following two years. LC State reports the program registered 24 students for spring 2021. The program reached nine graduates by year four (FY18) and two graduates in FY20. While those numbers have fluctuated, the program continues to see success with students achieving employment in their chosen fields and securing admission to graduate school. Indeed, the program indicates over 90% of their graduates who apply to graduate schools in allied health related fields are admitted.

University of Idaho

The Ph.D. in Experimental Psychology was approved by the Board in February 2014 for a Fall 2014 start. University of Idaho reports that the program has grown steadily and sustained enrollment; however, graduation rates have been inconsistent, with one graduate reported in FY17. The program reports that the unanticipated loss of two faculty members may be a contributing factor to low enrollment and graduations. The university is considering additional faculty support that will allow the program to grow further and anticipates two strategic hires to close the faculty gap as budgets improve. Based on the information provided in the report, enrollment numbers were at approximately seven or below. That headcount, however, does not comprise the same group of students each year as one left the program and completed the MS program instead and one student withdrew from the PhD program. The program indicates that these numbers were replaced with new admissions. There are currently eight students enrolled and two additional extended offers. There will be a dissertation defense this spring and one this summer. Additionally, there are three candidates in the preliminary exam phase, which should result in five graduates by next spring. The university reports that the program has strong demand and growth potential and will monitor progress and graduation rates over the next two years.

The Online Master's in Public Administration (MPA) was approved by the Board in February 2016. The online version was added to reach more place-bound individuals and practitioners in Idaho. The MPA is also offered in traditional format. The university reports that enrollment growth has been substantial and steady. The initial program proposal provided that the program will be limited to cohorts of 25 students with a new cohort beginning each fall, reaching a continuous enrollment of 50 students. Based on actual numbers, enrollments reached 13 students initially and reached 45 enrollments by year four (FY20) and the subsequent two years. The program had 21 graduates in FY19; however, the following year showed a dip in number of graduates, with only 2 reported. The

program anticipates that it will have 19 graduates this year and a cohort of 22 incoming students. With this information, the university believes the programs are on track.

The university reports that the program has strong demand and growth potential; however, growth has been constrained due to limited faculty. Currently the program only has 2.8 FTE faculty. Additional faculty support will allow the program to grow further and advance its goals of achieving specialized accreditation with the Network of Schools of Public Policy, Affairs, and Administration.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

New Program Review: Boise State EdS Educational Technology

1. Executive Summary of the program report

The Education Specialist in Educational Technology degree was approved by the Idaho State Board of Education in April 2016. The program is designed to support professionals in education or training fields who already have a master's degree, but who wish to improve their skills in technology leadership or who want to use technology more effectively for improved student engagement and learning. The EdS in Educational Technology has maintained a steady enrollment; however, it has remained relatively flat at roughly 30 students, and is most likely not on a trajectory to reach projected number of 48 students by FY 22. Spring enrollment in general has trended higher than the fall enrollment, and has met or exceeded the projected enrollment numbers prior to FY 21. According to the program data, the EdS has 38 active students enrolled in spring 2021. The number of graduates exceeded the projected level by year of one of the program; however, the number of graduates likely will remain stable at roughly 10-12 graduates per academic year based on enrollment trends. A factor that has influenced the number of graduates from the program is that six students have transferred to the EdD program, thus the graduation of these students are not captured in the EdS data. While enrollment and graduation trends in EdS program are slightly lower than originally projected, it is a very healthy and stable program. In addition, it is important to note that the continuation of EdS in Educational Technology supports the efficiency of the Department of Educational Technology. This program utilizes the existing capacity in courses that are taught and would continue to be taught to serve the EdD students in the department. No new courses were created to support the offering of the EdS program.

2. Brief overview of the program

The EdS in Educational Technology was developed to serve a different market segment than that served by Boise State's current educational technology master's and doctoral programs. US Department of Labor statistics indicate that approximately 40 to 45% of teachers nationwide already have master's degrees. Many of those with a master's degree in an educational field are interested in developing additional expertise in educational technology. However, in general, they do not want a second master's degree. In addition, a number of educators want the research and other advanced course work of a doctoral program but do not have the time or inclination to complete a dissertation. The Education Specialist degree fills the gap between master's and doctoral degrees.

3. Enrollment and Graduates

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual (fall headcount)	6	21	34	29	29	Not available

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Projected (fall headcount)	10	20	28	34	42	48

Number of Graduates	Implementation: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual	0	1	8	10	Not available	Not available

Number of Graduates	Implementation: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Projected	0	0	9	10	14	18

ATTACHMENT 2

New Program Review: Boise State MS Biomolecular Sciences

1. Executive Summary of the program report

The Master of Science in Biomolecular Sciences degree was approved by the Idaho State Board of Education in June 2016. The program is designed to train scientists to work as part of an interdisciplinary team to address challenges of global importance while preparing graduates for challenging and rewarding careers in today's biomedical and biotechnology workforce. The MS in Biomolecular Sciences has maintained a steady enrollment, higher than originally projected. The number of graduates exceeded the projected levels by year of four of the program (FY20), and it is anticipated that in FY21 the program will graduate at least five graduates, having already graduated four students following the close of the fall 2020 semester. Additionally, based on enrollment trends, the program will likely continue to graduate at least five students per academic year.

2. Brief overview of the program

The MS in Biomolecular Sciences was developed to serve a number of students. First, the program offered a degree for students who may have originally enrolled in the PhD in Biomolecular Sciences and for a variety of reasons may not have been able to complete the full PhD. By offering an MS in the discipline, these students were still able to leave Boise State with a significant credential reflecting their completed coursework and research. The program is also marketed and tailored to strong undergraduate students in Physics, Chemistry, or Biology who are able to complete a 4+1 option and creating a pathway into the PhD program.

Lastly, the program allows faculty to accept students who may not be ready to embark on a PhD program yet. Providing these students with the opportunity to dive into the discipline, conduct research, and work with faculty and peer colleagues on interdisciplinary research. Students gain a better understanding of what it takes to complete a PhD during their MS degree and faculty gain a better understanding of the unique skills and talents of students while they complete their MS degree.

3. Enrollment and Graduates

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual (fall headcount)	4	15	22	24	15	Not available

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Projected (fall headcount)	5	10	10	10	10	10

Number of Graduates	Implementation: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual	1	4	1	7	Not available	Not available

Number of Graduates	Implementation: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Projected	2	5	5	5	5	5

ATTACHMENT 3

New Program Review: Boise State MSW Social Work Online

1. Executive Summary of the program report

The Master of Social Work (MSW) online degree was approved by the Idaho State Board of Education in August 2015. The program is designed to prepare students for advanced social work practice with individuals and families. Students learn clinical, organizational, and policy skills necessary for promoting social justice and equality, and enhancing the quality of life for all people. The online MSW has exceeded enrollment and graduate number projections, and has allowed students from across the state and beyond Idaho to access a program that enables them to serve their local and surrounding communities.

2. Brief overview of the program

The Online MSW degree program offers two tracks for students. The first is a two-year program, known as the Full-Program, designed for students with baccalaureate degrees in disciplines other than Social Work. The second track is known as the Advanced Standing program, is a one-year program, designed for students who enter the program with a Bachelor of Social Work from an accredited program. The Full-Program consists of 61 credits and the Advanced Standing program consists of 37 credits.

3. Enrollment and Graduates

Please note that data in the tables below reflects combined enrollment and graduate numbers in two tracks of the MSW online program.

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual (fall headcount)	109	234	305	378	384	Not available

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Projected (fall headcount)	157	206	224	337	Not available	Not available

Number of Graduates	Implementation: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual	0	87	107	166	Not available	Not available

Number of Graduates	Implementation: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Projected	0	32	94	149	Not available	Not available

ATTACHMENT 4

New Program Review—ISU BA Spanish for the Health Professions

1. Executive Summary of the program report

    - The Spanish for Health Professions program has grown steadily and ahead of expectations since its inception, garnering interdisciplinary interest from across Idaho State University, and serving as a recruitment tool from regional high schools. Program enrollment is twice the level of the projections laid out in the program proposal. Projections were for 20 students enrolled by the third year, and actual enrollment that year was 53 students.
    - Program graduates have experienced a high rate of successful placement in post-graduate opportunities including medical school, nursing programs, dental school, health administration, counseling and psychology programs, as well as in national and international internships and career opportunities.
    - Going forward, program faculty expect the program to continue to grow in response to increasing demand, expanding its potential to serve an even broader field of students in health and human services professions, including education and social work.

2. Brief overview of the program

    This interdisciplinary degree program combines courses in Arts and Letters and in the Kasiska Division of Health Sciences to provide a flexible, hybrid degrees designed to increase graduate marketability and better serve the health care needs of Idaho. It is a timely and necessary response to the national, regional, and state-wide demographically driven need to increase the number of health care workers able to provide services to a historically medically underserved population. The program is closely aligned with health professions curricula from across ISU, and is responsive to the specific linguistic and culture knowledge, skills and qualifications that health professions and post-baccalaureate health professions programs seek in successful candidates. The Spanish for Health professions BA curriculum is designed so that learners achieve an ACTFL intermediate-high to advanced-low linguistic fluency across language skills, including speaking, reading, listening, writing and culture. In addition, the curriculum is carefully tailored to the specific needs of learners in health professions disciplines, including professional vocabulary, training in interpretation and translation ethics and practice, and service-learning and faculty-led community health research and service opportunities in community advocacy and education around topics where health disparities are stark, such as cervical cancer, opioid abuse education and intervention, pediatric dental health and access to mental health services.

ATTACHMENT 4

3. Enrollment and Graduates
   a. In the tables below, show the projected enrollment in the program and number of graduates from the program (section 14 of proposal). Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort).

Enrollments	Implementation Year: FY_15__	FY_16__	FY_17__	FY_18__	FY_19__	FY_20__
Actual (fall headcount)	36	46	53	53	61	60

Number of Graduates	Implementation: FY_15__	FY_16__	FY_17__	FY_18__	FY_19__	FY_20__
Actual	1	11	6	10	11	10

ATTACHMENT 5

New Program Review—ISU MS Health Informatics

1. Executive Summary of the program report

- The Master of Science in Health Informatics (MSHI) program launched in the College of Business (COB), Department of Informatics and Computer Science in Fall 2016. The MSHI program and Health Informatics Faculty were transferred to the Kasiska Division of Health Sciences (KDHS), College of Health Professions, Department of Community and Public Health in Fall 2019.

- After the MSHI program and Health Informatics faculty were transferred to KDHS, enhancements to the MSHI curriculum and the delivery mode were approved by ISU, Idaho SBOE and NWCCU. Changes were made to bring the curriculum in line with Industry needs and CAHIIM Accreditation requirements. The current KDHS MSHI program is a 39-credit hour fully online program consisting of Health Informatics courses across the three foundational domains of Health, Information Science and Technology, and Social and Behavioral Science. Knowledge, skill and abilities in these domains were derived by the American Medical Informatics Association (AMIA) and are required for CAHIIM accreditation. Students accepted into the KDHS MSHI program started the program in Spring 2021, and are on track to complete the program within 2 years. Full-time tenure-track faculty and Adjunct instructors are assigned to solely support the ISU Health Informatics programs including the BBA-HI and MSHI programs.

- Now that the program is offered fully online, enrollment is anticipated to grow. Marketing and promotional campaigns are underway including targeted Google and social media advertisements, printed promotional materials, branded emails to partners, an MSHI promotional video, and posts to career, higher education and tech boards.

2. Brief overview of the program

College of Business MSHI - The Master of Science in Health Informatics program was launched by the College of Business in Fall 2016 as a 36-credit hour program consisting of ten 3 credit hour courses plus either a thesis or informatics project. Students could select one of two options including 33 credits of coursework (ten required courses plus one additional course) and a 3 credit Informatics Project, or 30 credits of coursework plus a 6 credit Thesis. The program was housed in the Department of Informatics and Computer Science.

Courses that comprised the MSHI included a diverse set of courses including Statistical Methods for Data Analytics, Health Informatics, Health Information Governance, Healthcare Workflow Process Analysis and Redesign, Health Data Analytics, Electronic Health Records, Health Clinical Practicum, Management of Informatics Projects, Healthcare Law and Bioethics (owned and taught by the HCA Program) and US and Global Health Systems (owned and taught by MPH Program). All courses were on-ground evening courses.

Students without a degree in computing sciences (e.g. business or health informatics, computer information systems or computer science) were required to complete 15 credits of leveling courses to build the required prerequisite knowledge necessary to prepare for required MSHI courses.

Admission requirements included meeting criteria for admission specified by the Graduate School (Baccalaureate degree or equivalent, minimum 2.5 GPA in the last 60 credits of the Baccalaureate

program, with standardized test scores for undergraduate GPAs less than 3.5) plus additional College of Business requirements including a GRE or GMAT requirement regardless of the undergraduate GPA, and meeting or exceeding a score of 1150 computed by summing 200 times the GPA in the last 60 credits of coursework (4.0 system) plus the total score on the GRE or GMAT exam.

Six students started the COB MSHI program upon its launch in Fall 2016. Five students were not retained; one student continued the program. In FY2017 three additional students were accepted into the program, two of which graduated (2019 and 2010), and one who discontinued the program after three semesters of study due to relocating to Canada for job opportunities. In FY2018, two additional students were accepted into the program; both graduated in Spring 2020. In FY2019, all current students continued in the program. Two new students were accepted for a Fall 2019 start; both deferred enrollment, but neither started the program due to family health issues and job responsibilities. In the Fall 2020 semester, the COB MSHI student did not enroll due to work and family obligations; he is currently enrolled in Spring 2021 and is on target to graduate in Fall 2021.

There was a faculty turn-over after the first year with three department faculty leaving ISU at the end of the Spring 2017 term to pursue other opportunities. A tenure track faculty member with a PhD degree in Biomedical Informatics was hired in Fall 2017. This faculty member remains at ISU and has served as the Health Informatics Program Director, managing the BBA-HI and MSHI programs, course developer and instructor-of-record of the core BBA-HI and MSHI courses. This faculty member is solely allocated to managing and teaching in the Health Informatics programs (BBA-HI and MSHI).

Kasiska Division of Health Science MSHI – Per the approval of the Idaho State Board of Education on February 8, 2019, the MSHI program transferred to the Kasiska Division of Health Sciences (KDHS), College of Health Sciences, Department of Community and Public Health (DCPH) and is now being offered through KDHS. This transfer was effective starting in the Fall 2019 term.

In order to prepare for CAHIIM Accreditation and bring the MSHI curriculum in line with industry needs, a proposal was developed to enhance the MSHI curriculum. Approval of this proposal was granted by the Idaho State Board of Education, and the Northwest Commission on Colleges and Universities (NWCCU). This change resulted in substantial changes to the curriculum, and a change in the delivery mode from on-ground delivery to an online format. Students can now complete all MSHI course requirements online. The new curriculum appeared in the ISU Graduate Catalog for the first time in the 2020-21 academic catalog. Students accepted into the KDHS program started taking courses in Spring 2021.

The MSHI program offered by KDHS is a 39-credit program consisting of 30 credits of core courses and 9 credits in an area of specialization. Students also have the opportunity to complete an optional thesis, informatics project, and/or an internship adding an additional 3 to 9 credits to the 39-credit requirement. MSHI courses cover content on the three foundational domains of Health, Information Science and Technology and Social & Behavioral Science. These domains have been specified by the American Medical Informatics Association (AMIA) and the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM) as critical knowledge for Health Informatics Graduates and required for CAHIIM accreditation. Once all tracks are fully developed, students will have the option of specializing in Clinical Informatics, Data Science & Analytics, Consumer Health Informatics, Population Health Informatics, Rural Health Informatics, or Clinical Research Informatics. Students can also customize a specialization by selecting 3 courses from any of the other tracks.

With the transfer of the MSHI program to KDHS, admission requirements were changed to be in line with the admission requirements of other programs in the department. The 1150 computed score used by the COB was dropped, a 3.0 undergraduate GPA is now required, and more specific GRE score requirements was adopted (the GRE score must be in at least the 40th percentile in both quantitative and verbal, but not lower than 20th percentile in a section).

One student has been accepted into the KDHS MSHI program, with an additional 5 to 7 applicants anticipated for a Fall 2021 start.

The tenure-track Health Informatics faculty member hired in Fall 2017 to support the Health Informatics programs was transferred to KDHS and continues to support the COB BBA-HI and the KDHS MSHI programs. In addition to the full-time tenure track Health Informatics faculty, Adjunct Instructors are also supporting the BBA-HI and MSHI programs.

The MSHI Program Director and KDSH Marketing Director are actively marketing and promoting the MSHI program to increase enrollment. The marketing campaign consists of several components including targeted Google and social media advertisements, printed promotional materials, branded emails to partners, a MSHI promotional video, and posts to career / higher education / tech boards.

3. Enrollment and Graduates
   a. In the tables below, show the projected enrollment in the program and number of graduates from the program (section 14 of proposal). Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort).

Enrollments	Implementation Year: FY__16__	FY__16__	FY17___	FY_18__	FY_19__	FY_20__
Actual (fall headcount)	0	6	4	7	4	0

Number of Graduates	Implementation: FY__16__	FY__17_	FY_18__	FY__19_	FY_20__	FY___
Actual	0	0	0	0	4	

ATTACHMENT 6

New Program Review— LCSC- BS Exercise Science

1. Executive Summary of the program report

The Exercise Science program is one of our most robust. Currently, 24 students registered for spring 2021 classes have declared this pathway to meet their interests and efforts for preparation into graduate school in the Allied Health Sciences (i.e. Cardiac Rehabilitation, Physical Therapy, Occupational Therapy) or a professional career in the health and fitness Industry.

While the anticipated growth rate of 10% per year to a total enrollment of 60 students has not been realized (see below), numbers have remained fairly consistent even with the downturn in the economy and recent pandemic. It is expected that interest in the degree program will remain high because of projected employability. The United States Bureau of Labor Statistics (www.bls.gov/ooh) had projected growth in employment opportunities from 2019-29 in fields like physical therapy by 18% and occupational therapy by 16%, both fields that would be trained by the required coursework in this major, which is much faster than the average for all occupations. Finally, employment in healthcare occupations is projected to grow 15% from 2019 to 2029, adding about 2.4 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services.

State & Area Data

Our interest in offering a BS/BA in Exercise Science was initially fueled by student interest, faculty disciplinary specializations, employment projections, and our efforts to best prepare our students for success in their chosen paths. The most recent data from Physical Therapy Centralized Application Service (PTCAS) shows that approximately 75% of all accredited US Physical Therapy programs utilize PTCAS as their application system. The 2018-2019 PTCAS Applicant Data Report documented that Exercise Science was the most identified major of accepted PTCAS applicants.

Since the program's conception, it continues to be true that our students are successfully achieving employment in their chosen fields and are being accepted into graduate school at high rates through careful advising. We recognize that offering a degree in Exercise Science has surely helped them focus and accomplish their goals as they complete their academic plan. Over 90% of our graduates who apply to graduate schools in allied health related fields are admitted. We have faculty who are specialists in the area, required lab equipment for the hands-on nature of many of the courses, and students who are committed to this area of study and career path. Another interesting consideration is the type of student pursuing this degree. Currently, 28% (n=7) of declared Exercise Science students are also student-athletes. Providing this unique population with a "high demand" degree will help to ensure they can meet the demands of their multiple roles as student and athlete and complete their degree requirements in 4 years while maintaining their eligibility.

2. Brief overview of the program

Program Name: Exercise Science
Program Description: A major in Exercise Science prepares students to integrate principles from the physical sciences, kinesiology, and health into the study of the science of human movement. Students who pursue this degree often plan to attend professional post-baccalaureate programs in the allied health sciences (i.e. physical therapy, occupational therapy, cardiac rehabilitation, etc.). This major is delivered jointly by the Kinesiology and Biology programs.

Our goal is to do the best job we can to prepare our students for future success. The shared Exercise Science degree is a positive step in meeting the needs of our students. By design, this shared degree ensures that our students are assigned advisors in both Natural Sciences and Movement & Sports Science. This arrangement allows for our students to be fully engaged and informed as to their future opportunities and enriches their overall experience.

3. Enrollment and Graduates

Enrollments	Implementation Year: FY15	FY16	FY17	FY18	FY19	FY20
Actual (fall headcount)	9	31	35	35	25	33

Number of Graduates	Implementation: FY15	FY16	FY17	FY18	FY19	FY20
Actual	0	3	6	9	5	2

ATTACHMENT 7

New Program Review – University of Idaho, Ph.D. Experimental Psychology

1. Executive Summary of the program report

The Ph.D. in Experimental Psychology program was added in Fall 2014. The program's growth has a sustained enrollment but inconsistent graduation rates. The program has strong demand and growth potential. The graduation rates may be attributed to the loss of 2 faculty and the dissertation process. Currently the program has only 4 FTE faculty. Additional faculty support through replacement hiring will allow the program to grow further. The graduation rates will be monitored for the next two years.

2. Brief overview of the program

The PhD program in experimental psychology with an emphasis in Human Factors began in fall 2014. The number of faculty supporting students in the program has fluctuated over the years. At that time, six tenure-track faculty served as the graduate studies committee and/or were available to mentor students in our PhD and MS programs. In 2017, one faculty member voluntarily withdrew from supporting the program but retained one PhD student. In summer 2019, our department lost one faculty member due to cancer. Due to these losses we currently have four tenure-track faculty with training in psychology able to mentor students in the PhD program. We hope to make at least one strategic hire to support the program as the University of Idaho's budget situation improves.

3. Enrollment and Graduates

Enrollment is reported below as seven student each year. However, that headcount does not comprise the same group of students each year. Two students across the years left the PhD program and completed our MS program instead. One other student withdrew from the PhD program. These numbers were replaced by new admissions.

As of February 2021, three PhD students are in the doctoral candidacy stage and finishing work on dissertations. At least two PhD students are expected to graduate from our program in spring 2021.

Enrollments	Implementation Year: FY_15___	FY_16___	FY_17___	FY_18___	FY_19___	FY_20___
Actual (fall headcount)	1	7	8	6	5	7

Number of Graduates	Implementation: FY_15___	FY_16___	FY_17___	FY_18___	FY_19___	FY_20___
Actual	0	0	1	0	0	0

ATTACHMENT 8

New Program Review – University of Idaho Master's in Public Administration

1. Executive Summary of the program report
   The online version of the Master's in Public Administration (MPA) program was added in Fall 2016 to reach more rural and place-based students and practitioners in Idaho. The program's growth has been substantial both in enrollment and graduation rates. It also has a greater representation of minority groups. The program has strong demand and growth potential. Currently the program has only 2.8 FTE faculty. Additional faculty support will allow the program to grow further.

2. Brief overview of the program
   The Master's in Public Administration (MPA) is one of the oldest graduate programs at the University of Idaho. Consistent with the land grant mission of the University, the program trains individuals and practitioners with a focus on local governments, rural communities, and economic development to better serve Idaho and the region although the training also prepares students to work for state and federal governments and non-profit sector. The program added online version in Fall 2017 to reach more place-bound individuals and practitioners in Idaho. The program has strong demand and potential to grow. The program was constrained by limited faculty from the start. Additionally, it lost one faculty in 2019 due to voluntary separation. Currently the program has only 2.8 FTE faculty. Additional faculty support will allow the program to grow further and to move one step closer to the goal of achieving NASPAA or the Network of Schools of Public Policy, Affairs, and Administration accreditation, the global standard in public service education.

3. Enrollment and Graduates
   Enrollment numbers are reported below. The enrollment growth has been substantial and steady. Compared to FY 2016, enrollment increased by 3.5 times in FY 2020. In Fall 2020, 20.83% of students were from minority groups compared to the University average of about 16%.

   The MPA program has also been graduating significant number of students. In 2019-20, the program graduated 21 students which is twice the number of graduates in FY 2018-19.

Enrollments	**Implementation Year: FY__17__**	**FY_18___**	**FY_19___**	**FY_20___**	**FY____**	**FY____**
Actual (fall headcount)	13	29	41	45		

Number of Graduates	**Implementation: FY_17___**	**FY_18___**	**FY_19___**	**FY_20___**	**FY____**	**FY____**
Actual	0	10	21	2		

SUBJECT

Board Policy III.Q, Admissions Standards – First Reading

REFERENCE

June 2007	Board approved the first reading of amendments to Board Policy III.Q.
August 2007	Board approved the second reading of amendments to Board Policy III.Q.
December 2013	Board approved the first reading of amendments to Board Policy III.Q.
February 2014	Board approved the second reading of amendments to Board Policy III.Q.
April 2017	Board approved the first reading of amendments to Board Policy III.Q.
June 2017	Board approved the second reading of amendments to Board Policy III.Q.
June 2020	Board approved a temporary waiver of the College Entrance Exam minimum admission requirement in response to the COVID-19 pandemic.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q, Admissions Standards

BACKGROUND / DISCUSSION

The role and prominence of college entrance exams like ACT and SAT in undergraduate college admissions began to noticeably shift a few years ago. Then, in summer 2020, there were significant alterations to college admissions requirements nationwide, with many institutions adopting either “test blind” or “test optional” policies. Test blind policies admit students without consideration of college entrance exam scores, even if applicants submit such scores. Test optional policies do not require, but allow applicants to submit college entrance exam scores as part of the application process, with the understanding that the scores may be considered by the institution for admission decisions.

The national movement away from college entrance exam scores in 2020 was primarily due to the limited or nonexistent capacity at testing sites in many high school students’ local areas due to the COVID-19 pandemic. For some institutions, such decisions were also hastened by a growing body of research suggesting scores on these exams predict family income and ethnicity as well or better than success in first-year college coursework.

In response to the COVID-19 pandemic, in June 2020, the Board approved a temporary waiver of Board Policy III.Q.4.a. (college entrance exam score as an Idaho public postsecondary minimum admissions requirement) for students

seeking admission for the 2020-2021 academic year. This waiver will expire in June 2021.

IMPACT

Approval of the policy amendments will remove college entrance exam scores as an Idaho public postsecondary minimum admissions requirement for academic and career technical programs. Institutions will not be prohibited from requiring college entrance exam scores for admissions, as Board Policy III.Q only establishes minimum requirements. Institutions may continue to use college entrance exam scores for course placement, scholarships and other decisions. The policy amendments also update the Admission Standards Core courses to align with Idaho graduation requirements. Additional amendments include grammatical, technical, and structural changes to bring the policy into conformity with standard Board policy format (removing the Coverage and Purpose sections) and to improve readability and interpretability of the policy. Finally, amendments include a provision requiring institutions to establish and publish placement policies for academic and career technical programs. Inclusion of this provision in Board Policy III.Q renders Board Policy III.O. Course Placement duplicative and unnecessary. Board action will repeal Board Policy III.O. Course Placement.

ATTACHMENTS

Attachment 1 – Board Policy III.Q, Admissions Standards – First Reading
Attachment 2 – Board Policy III.O. Course Placement – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Because Idaho institutions exist within a hierarchy when it comes to the college selection process, it is important to understand what is happening with other institutions with which Idaho institutions usually compete for first-time freshman students. As of March 2021, over 1,300 of the nation's 2,832 accredited, four-year colleges and universities[1] have temporarily or indefinitely adopted test blind or test optional admission policies, including the following institutions in the Western United States:

Arizona State University
University of Arizona
University of Oregon
Oregon State University
University of Nevada-Reno
University of Washington
Eastern Washington University
Washington State University
University of California system (9 campuses)
California State University system (23 campuses)
University of Utah

[1] https://nces.ed.gov/fastfacts/display.asp?id=84

The College of Idaho

It is unlikely that, after the pandemic, many of these institutions will go back to requiring college entrance exam scores for admission decisions. Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College all support removal of college entrance exam scores as a minimum admissions requirement in Board policy.

The proposed policy amendments were reviewed by Board staff, enrollment/admissions staff at the four-year institutions, the Council on Academic Affairs and Programs at their April 1, 2021 meeting, and the Instruction, Research, and Student Affairs Committee of the Board at their April 7, 2021 meeting. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.Q, Admission Standards as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move approve the first reading of Board Policy III.O. Course Placement, repealing the policy in its entirety.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards **June ~~2017~~2021**

~~1. Coverage~~

~~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 are included in this subsection. The College of Eastern Idaho, College of Southern Idaho, College of Western Idaho and North Idaho College are exempted from certain provisions of this admission policy whenwhere established in by their local boards of trustees.~~

~~2. Purposes~~

~~The purposes of the admission policies are to~~This policy is intended to accomplish the ~~following goals:~~

~~a. Promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;~~

~~b. Inform students of the academic and technical degree expectations of postsecondary level work;~~

~~c. Improve the quality of academic and technical degree preparation for postsecondary programs;~~

~~d. Enhance student access to academic and technical degree programs; and~~

~~e. Admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.~~

~~3~~1. Institution Policies

~~The college and universities~~Each postsecondary institution must establish institutional policies which meet or exceed the following minimum academic and career technical admission standards. Additional and more rigorous requirements also may be established by the ~~college and universities~~ institutions for admission to specific programs, departments, schools, or colleges ~~within the institutions~~. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

~~4~~2. Academic ~~College and University~~Postsecondary Institution Program ~~Regular~~ Admission

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards **June ~~2017~~2021**

a. Academic Program Regular Admission

Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. ~~-~~Admission awarded through the program is contingent ~~upon~~ on the verified level of achievement in high school curriculum ~~and performance on a college entrance exam,~~ and successful completion of ~~state~~Idaho high school graduation requirements.

An applicant who is not admitted under the Board's Direct Admission Program must ~~complete each of the minimum requirements listed below. International students and those seeking postsecondary career technical studies are exempt.~~

~~a. Submit scores received on the American College Test (ACT) or Scholastic Aptitude Test (SAT) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements; and~~

~~b.~~ ~~G~~graduate from a~~n~~ ~~accredited~~ high school accredited by a body recognized by the Board and complete the Admission Standards Core ~~c~~Courses ~~below~~ with a minimum 2.00 cumulative grade point average. Applicants who graduated from high school prior to 1989 will be subject to the admission standards at the time of their high school graduation. Each institution may develop a separate policy for the admissions and placement of ~~i~~international students ~~and those seeking postsecondary career technical education studies are exempt.~~.

Admission Standards Core Courses

Subject Area	Minimum Requirement	Select from These Subject Areas
Secondary Language Arts and Communication	8 credits	Composition, Literature, and Oral Communication

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards **June ~~2017~~2021**

Mathematics	6 credits	A minimum of six (6) credits. ~~,~~ Secondary Mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in Mathematical Problem Solving and Quantitative Reasoning ~~including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II~~. A total of 8 credits are strongly recommended. Four (4) of the required mathematics credits must be taken after 9th grade. Courses not identified by traditional titles, (i.e., Algebra I or Geometry), may be used as long as they contain all of the critical components of higher math functions~~)~~ prescribed by the State Mathematics ~~Achievement~~ Content Standards. Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements. ~~Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10th, 11th, and 12th grade.~~
Social Studies	5 credits	American Government (state and local), Geography, U.S. History, and World History. Other courses may be selected from Economics, ~~(~~including Consumer Economics, if i~~t~~s aligns to the state content standards~~)~~, Psychology, and Sociology.
Science	6 credits	Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences. ~~Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology.~~ A maximum of two (2) credits may be derived from career technical science courses when courses are aligned to state career technical content standards, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits). Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements Must have laboratory science experience in at least two (2) credits. A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens;

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards **June ~~2017~~2021**

		to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Arts and Humanities (including world languages)	2 credits	Humanities courses include instruction in Visual Arts, Music, Theatre, Dance, or World Language aligned to the Idaho content standards for those subjects. Other courses such as Literature, History, Philosophy, Architecture, or Comparative World Religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards.~~Literature, History, Philosophy, Fine Arts (if the course is aligned to the state arts and humanities content standards), and inter-disciplinary humanities (related study of two or more of the traditional humanities disciplines)~~. History courses beyond those required for state high school graduation may be counted toward this category. World Language is strongly recommended. The Native American Languages may meet the world language credit requirement
Other College Preparation	3 credits	Speech or Debate ~~(~~[no more than one (1) credit~~)~~]. Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). Secondary Career Technical ~~Education classes~~courses (no more than two (2) credits) in Agricultural Science and Technology; Business Technology Education; Computer Science Technology; Engineering; Family and Consumer Sciences; Marketing Technology Education; Technology Education~~Agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education~~, and individualized occupational training.

If ~~the high school~~ the student graduated from a high school that does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/World Languages) may not also count in another category.

~~5~~b. Academic ~~College and University~~ Provisional Admission

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards **June ~~2017~~2021**

i. A degree-seeking applicant who does not qualify for admission based on subsection 4.~~b~~a. above, but who satisfies one (1) of the criteria below, may seek provisional admission by petitioning the institutional admissions ~~director~~ officer ~~.~~:

1) ~~i.~~ Graduated from a~~n~~ ~~accredited~~ secondary school accredited by a body recognized by the Board but has not completed the Admission Standards Core courses set forth above;

~~ii.~~2) Did not graduate from a~~n~~ ~~accredited~~ secondary school accredited by a body recognized by the Board, including home schooled students, and has acceptable performance on either the General Educational Development (GED) ~~T~~test or another standardized diagnostic test~~s~~ ~~such~~ accepted by the institution~~s.~~;

~~iii.~~3) Deserves ~~special~~ consideration by the institution because of special status~~,~~ (e.g., disadvantaged or minority students, delayed entry students, returning veterans, or gifted and talented students wishing to enter college early).

A student seeking provisional admission to any public postsecondary institution must take at least ~~two~~one (~~2~~1) ~~testing~~ assessment indicator~~s~~ that will allow the institution to assess competency and placement., ~~one (1) of which must be the ACT or SAT. ACT or SAT scores must be submitted prior to enrollment.~~

ii~~b~~. If provisionally admitted, a student will enroll with provisional standing and is subject to the institutional grade retention. A provisionally admitted student may change to regular admission status upon satisfactory completion of fourteen (14) baccalaureate level credits, twelve (12) of which must be general education courses. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

~~6. Advanced Opportunities~~

~~Secondary students who wish to participate in the Advanced Opportunities program outlined in Board Policy Section III.Y. Advanced opportunities, must follow the procedures outlined in Board Policy III.Y Advanced Opportunities.~~

~~7~~c. ~~.~~ Academic Transfer Admission

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards **June ~~2017~~2021**

~~i~~a. A degree-seeking student who, after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable academic college level credit from a regionally accredited college or university with a minimum cumulative GPA of 2.00 may be admitted.

~~ii~~b. A student not meeting the requirement in subsection ~~7~~6.a. may petition the institutional admissions ~~director~~officer to be admitted. If admitted, the student must enroll on probation status, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a minimum 2.00 GPA, or may be dismissed.

d~~8~~. Academic Program Placement

Placement assessment indicating potential for success may be required for some academic programs. Placement requirements vary according to the program. Each institution shall establish academic program placement policies and publish these policies in an accessible manner on the institution's website.

3~~8~~. Career Technical ~~Education~~ Program Admissions

a. Admission Standards

Regular or Provisional admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a career technical program. The admission standards and placement criteria do not apply to workforce development or short-term training programs. Career technical programs employ program admission processes in addition to institutional program admission.

~~Placement Tests~~

~~Placement test scores indicating potential for success are generally required for enrollment in a career technical program of choice. Placement score requirements vary according to the prograc. Idaho Technical College System~~

~~The career technical education programs are offered at the following locations:~~

~~Region I Coeur d'Alene, North Idaho College~~
~~Region II Lewiston, Lewis-Clark State College~~

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards **June ~~2017~~2021**

~~Region III Nampa, College of Western Idaho~~
~~Region IV Twin Falls, College of Southern Idaho~~
~~Region V Pocatello, Idaho State University~~
~~Region VI Idaho Falls, College of Eastern Idaho~~

~~d.~~b. Student Advising

i. Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.

ii. Emphasize that career technical courses in high school, including career technical advanced opportunities and work-based learning connected to school-based learning, are beneficial to students seeking continued education in career technical programs at the postsecondary level.

iii. Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many career technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.

iv. Clarify that career technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.

~~e~~c. Career Technical Program Regular Admission

Students desiring Regular Admission to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses. Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

i. Standards for students who graduated from high school in 1997 or earlier

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards **June ~~2017~~2021**

1) High School diploma with a minimum 2.0 GPA[1] from a high school accredited by a body recognized by the Board; and

2) Placement examination[2] ~~(ACT, SAT or other diagnostic/placement tests~~ as determined by the institution. ~~–~~Scores may also be used to determine placement eligibility for specific career technical programs.~~)~~; and

3) Satisfactory completion of high school coursework that includes at least the following:

   a) Mathematics -- 4 credits (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. Less rigorous mathematics courses taken in grades 10-12 after 1998, such as pre-algebra, review mathematics, and remedial mathematics, shall not be counted.

   b) Science -- 4 credits (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).

   c) Secondary Language Arts and Communication -- 8 credits. Applied English in the Workplace may be counted for English credit.

   d) Other -- Career technical courses, including postsecondary credits earned pursuant to Board Policy III.Y. Advanced Opportunities and organized work-based learning experiences connected to the school-

[1] An institution may substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

[2] ~~If accommodations are required to take the placement exam(s) because of a disability, please contact the College to which you are interested in applying.~~

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards **June ~~2017~~2021**

based curriculum, are strongly recommended. High School Work Release time not connected to the school-based curriculum will not be considered.

ii. Standards for Others Seeking Regular Career Technical Program Admission

Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire Regular Admission to the technical colleges must have a:

1) High School diploma with a minimum 2.0 GPA from a high school accredited by a body recognized by the Board; or

2) General Educational Development (GED) certificate[3]; and

3) ~~ACT, SAT or other d~~Diagnostic/placement tests as determined by the institution~~s~~. Scores may also be used to determine admission eligibility for specific career technical programs.

~~9~~.d. Career Technical Program Provisional Admission

Students who do not meet all requirements for ~~r~~Regular ~~a~~Admission may apply to a technical program under provisional admission. Provisionally admitted students who are conditionally admitted must ~~successfully~~ complete appropriate remedial, general and/or technical education coursework related to the career technical program for which ~~r~~Regular ~~a~~Admission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring Provisional Admission must ~~have a~~ meet the following standards:

i. High School diploma or GED certificate[3]; and
ii. ~~ACT, SAT or other~~ diagnostic/placement tests as determined by the institution~~s~~. Scores may also be used to determine placement eligibility for specific career technical programs.~~)~~

[3]~~Certain i~~Institutions may allow individuals who do not have a high school diploma or GED to be admitted if they applicant can demonstrate the necessary ability to succeed in a career technical program through appropriate tests or experiences as determined by the institution.

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards **June ~~2017~~2021**

iii. Institutions may allow individuals who do not have a high school diploma or GED to be admitted if the applicant can demonstrate the necessary ability to succeed in a career technical program through appropriate tests or experiences as determined by the institution.

~~10~~e. Career Technical Program Placement Criteria~~: Procedures for placement into specific career technical programs~~

Placement test scores indicating potential for success are generally required for enrollment in a career technical program of choice. Placement score requirements vary according to the program.

Each institution shall establish career technical program placement policies and publish these policies in an accessible manner on the institution's website

Specific career technical programs may require different levels of academic competency and admission requirements. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

i. ~~a.~~ Specific program requirements (including placement exam scores) established by the technical program. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills; and

ii. Formal procedures and definitions for program admission employed by the technical college. Program admission requirements and procedures ~~are~~shall be clearly defined and published for each program.

ATTACHMENT 2

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: O. Course Placement ~~October 2016~~June 2021

~~1. Coverage~~

~~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 are included in this subsection, herein referenced as "institution."~~

~~2. Academic College and University Course Placement~~

~~a. Each institution shall submit their academic course placement policies to the Office of the State Board of Education for publication in a single online location.~~

~~b.~~a. ~~Any amendments made to an institution's academic course placement policy must immediately be submitted to the Office of the State Board of Education for updating the published policy.~~

SUBJECT

Board Policy III.U., Textbook and Instructional Material Affordability – First Reading

REFERENCE

April 2018	Board received an update on an Open Educational Resources (OER) initiative.
June 2018	Board discussed system-wide access and affordability strategies including OER and requested an inventory and implementation timeline be provided at the October 2018 Board meeting.
August 2018	Board approved a line item request for OER funding.
December 2018	The Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.
April 2019	The Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.
August 2019	The Board approved the first reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
October 2019	The Board approved the second reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
February 2021	The Board temporarily waived the implementation deadline for Board Policy III.U.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.U.

BACKGROUND/DISCUSSION

Since the turn of the century, the cost of instructional materials for college students has far outpaced the rate of inflation. The American Enterprise Institute reported that textbook costs rose 182 percent between 1998 and 2016.[1] Over the past five years, institutions across the United States, including in Idaho, responded to this alarming trend by deploying cost-saving programs and other measures to help students access more affordable instructional materials. These collective actions have likely helped stem the rise in textbook costs, which appear to have leveled off. However, despite recent plateaus in textbook cost prices, a 2021 survey of 5,000 college students at 80 U.S. institutions revealed that 65% of students did not purchase a textbook for a class because of affordability concerns, despite believing that going without required materials would negatively impact their grades.[2] This report indicated that student access to instructional materials has gotten worse as

[1] https://www.aei.org/carpe-diem/chart-of-the-day-the-astronomical-rise-in-college-textbook-prices-vs-consumer-prices-and-recreational-books/
[2] https://uspirg.org/reports/usp/fixing-broken-textbook-market-third-edition

a result of the COVID-19 pandemic, compounded by other factors like loss of employment, unreliable internet access, and food insecurity.

The Board envisions a student-centered education system that creates opportunities for all Idahoans to improve their quality of life. To achieve this vision, the Board prioritizes access to educational opportunities for all, regardless of geography or socioeconomic status. Increasing access to, and affordability, of instructional materials in higher education is a critical part of accomplishing this vision. In October 2019, the Board adopted a new policy, Board Policy III.U. Textbook and Instructional Material Affordability, to establish minimum standards for textbook affordability at Idaho's four-year public institutions. This policy required institutions to implement plans for meeting these minimum standards by the beginning of the 2021-2022 academic year. The policy also positioned Open Educational Resources (OER) as the primary element of institutions' textbook affordability plans. In particular, the policy required institutions to provide at least one section of every common-indexed course offered with OER or a low cost option when OER is not available. The policy also required institutions to provide students with textbook cost information at time of course registration.

Soon after the policy was adopted, several concerns were raised by faculty and academic leaders at the institutions. These concerns centered primarily on the potential infringement of the academic freedom and responsibility of faculty to choose appropriate course materials (particularly in general education courses), the narrow scope of the policy in the broader context of instructional material access and affordability, the lack of clarity about certain undefined terms, and the perceived disregard for existing efforts of instructors to ensure access and affordability of course materials through open, free, and low-cost means.

To respond to these concerns, the Board Office established a Working Group comprising faculty and academic leaders from all eight public institutions. This Working Group met several times in late 2020 and early 2021 to develop a new version of the policy that more precisely defines the scope, relevance, and expectations for improving instructional material access and affordability while also addressing the concerns raised by the academic community mentioned above.

IMPACT

The proposed new version of the policy maintains the current policy's requirement that each institution create a plan to increase access and affordability of instructional materials, but differs from the current policy in several significant ways:

a) Addition of several important terms and definitions relevant to access and affordability of instructional materials,
b) Creation of a required set of elements that institutions must include in their plans to increase access and affordability of instructional materials in their own contexts,

c) Creation of an optional set of elements that institutions might consider as part of their plans,
d) Establishment of June 2022 as a deadline for institutions to develop their plans,
e) Establishment of an annual reporting requirement to ensure the Board is apprised of the implementation and outcomes of each plan, and
f) A change of the title of the policy to "Instructional Materials Access and Affordability" to reflect the broader scope of the new policy language.

Approval of the new version of the policy will provide Idaho colleges and universities with guidance for ensuring that all students have reliable low- or no-cost access to instructional materials. The new version of the policy also sets expectations for goal-oriented, institution-supported, and measurable access and affordability initiatives at our institutions.

ATTACHMENTS

Attachment 1 – Board Policy III.U, Instructional Material Access and Affordability – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Increasing access and affordability of instructional materials requires significant culture change among faculty and academic leaders. Yet, many productive examples of such culture change already exists in Idaho. The new version of the policy promotes best practices that have already proven successful within and beyond Idaho and encourages new, practical experimentation in scaling access and affordability efforts across our state. In particular, the newly proposed requirements for institutional plans place the responsibility for establishing relevant goals and outcomes squarely on the shoulders of the institutions—allowing each to attend to its unique contexts while also encouraging collaboration on common interests and programs (e.g., common-indexed GEM courses, shared degree pathways, etc.).

The proposed language related to annual reporting will allow Board staff to regularly collect quantitative and qualitative data to assist the Board in understanding the institutions' successes and challenges in accomplishing the Board's vision of "prioritizing access to educational opportunities for all" through instructional materials reform. Finally, in addition to addressing the concerns raised by the academic community, the new policy language acknowledges the myriad, innovative solutions that Idaho's academic community has engineered to ensure access and affordability of instructional materials for all students. These policy changes are supported by the funding allocated from the legislature for open education-related initiatives, including $50,000 in FY 2020 for supporting faculty to develop open textbooks and $1,000,000 in FY 2022 for Zero Textbook Cost Degrees in the community colleges.

Due to the extensive nature of the amendments in Board policy III.U. the policy is being replaced in its entirety by Attachment 1.

The policy was reviewed by the Council on Academic Affairs and Programs on April 1, 2021, and by the Instruction, Research, and Student Affairs Committee of the Board on April 7, 2021.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy III.U., Instructional Material Access and Affordability, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: U. Instructional Material Access and Affordability **June 2021**

1. Definitions

   a. "Automatic charge" is an additional course fee automatically charged to a student by an institution or entity authorized by the institution for the purpose of providing access to instructional materials. Special course fees as defined in Board policy V.R. are not considered automatic charges for instructional materials

   b. "Course marking" is the act of assigning specific attributes (e.g., letters, numbers, graphic symbols, colors, etc.) to course sections that help students quickly identify important information and make informed decisions at time of registration.

   c. "Instructional materials" are print or digital media used to support access to knowledge. Books, articles, lab manuals, study guides, software, subscriptions, modules, multimedia, assessments, assignments, courseware, and full courses are common examples of instructional materials.

   d. "Cost" is the consistent total list price for the faculty-preferred format of all required instructional materials in a single course or course section for one term and shall be qualified as follows:

      i. "Zero cost" means a total list price of $0.
      ii. "Very low cost" means a total list price of $1-$30.
      iii. "Low cost" means a total list price of $31-$50.
      iv. "Mid cost" means a total list price of $51-$100.
      v. "High cost" means a total list price of more than $100.

   e. "Open Education Resources (OER)" are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.

2. Institution Plans for Instructional Material Access and Affordability

   a. Each institution shall develop and implement a plan to increase access and affordability of instructional materials for all students.

   Plans shall include the following elements:

i. Resources and support to help faculty ensure all instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).
ii. Policies and/or strategies that minimize the cost of instructional materials for students while maintaining the quality of education, the academic freedom and responsibility of faculty and students, and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.
iii. Professional development opportunities for faculty and staff related to the discovery, adoption, and use of OER and other affordable instructional materials.
iv. Strategies to support faculty adoption, adaption, and/or use of OER and other affordable instructional materials.
v. Programs, incentive structures, or other strategies to encourage and support faculty to publicly share OER developed for their own courses.
vi. Course marking processes at the time of course schedule releases that indicate the cost of instructional materials in course sections that are reliably zero cost or very low cost, as defined in this policy.
vii. Course marking processes at the time of course schedule releases that indicate course sections that reliably require the purchase of, including an automatic charge for, any access codes for instructional materials.
viii. Strategies with measurable goals for improving and using readily available and relevant OER or other very low cost instructional materials in common-indexed courses (as articulated in Board Policy III.N.6.b.), including dual credit courses.

b. Plans may include the following elements:

i. Course marking that indicates the cost of instructional materials in course sections at time of registration that are low cost, mid cost, and/or high cost, as defined in this policy.
ii. Strategies with measurable goals for improving and using readily available and relevant OER or other affordable instructional materials in non-common-indexed courses.
iii. Policies or procedures that encourage faculty to be intentional in selection and use of instructional materials, including ongoing review and reconsideration of required materials.
iv. Inclusion of efforts to increase access and affordability of instructional materials as part of tenure and promotion processes.
v. Other elements as determined by the institution.

ATTACHMENT 1

c. Institutions shall submit their initial plans to the Board Office for review and feedback by June 1, 2022. Institutions shall regularly review and update their plans as needed.

d. Institutions shall submit to the Board Office a report on the implementation and outcomes of their plans annually. The format and requirements of this annual report shall be determined by the Executive Director or designee.

SUBJECT

Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – Second Reading

REFERENCE

October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z., updating institutions' statewide program responsibilities.
December 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z.
December 21, 2017	The Board approved the first reading of proposed amendments to Board Policy III.Z., changing the planning timeframe from five years to three years.
February 15, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June 21, 2018	The Board approved the first reading of proposed amendments to Board Policy III.Z., adding responsibilities for applied baccalaureate degrees to each region.
August 16, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June 10, 2020	The Board approved the first reading of proposed amendments to Board Policy III.Z., changing the name of a statewide program listed for the University of Idaho and a waiver of the requirement that the three year plan be reviewed and approved by the Board at the August 2020 Board meeting.
August 26, 2020	The Board approved the second reading of proposed amendments to Board Policy III.Z.
February 18, 2021	The Board approved the first reading of proposed amendments to Board Policy III.Z.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. and Section III.G.
Section 33-113, Idaho Code
Section 33-2107A, Idaho Code

BACKGROUND/DISCUSSION

The Presidents Leadership Council (PLC) identified a need to reexamine Board Policy III.Z. to ensure it is promoting collaboration between institutions for the delivery of regional and statewide programs. The Council on Academic Affairs and Programs (CAAP) was charged with coordinating a Board Policy III.Z. Working Group, which consisted of Board staff and academic leaders from Idaho's institutions. The Working Group reviewed Board Policy III.Z., and developed proposed amendments that incentivize cooperation, coordination, and synergies

between institutions; maintain a focus on avoiding duplication; and revise policy language that has fostered an environment of competition in the past.

IMPACT

Proposed amendments include new definitions to assist institutions and the Board with developing and expanding educational programs. The amendments also streamline the planning and coordination sections of the policy that had extraneous guidance, while adding language to other areas that encourage institutions to increase their collaboration with one another and fulfill the state's program requirements.

ATTACHMENTS

Attachment 1 – Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

In June 2020, the Board approved a waiver of Board Policy III.Z.2.a.i., which required the Board review and approve the three-year plan at the August 2020 Board meeting. The waiver was in response to the COVID-19 pandemic and impacts to institution budgets. This waiver provided institutions with opportunities to reevaluate program plans and align those with budget realities. Institutions have been working on updating their three-year plans and are on schedule to present those to the Board for review and approval at the August 2021 meeting.

No changes were made between the first and second readings. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III. Z. Planning and Delivery of Postsecondary Education Programs and Courses as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

April 2021

The purpose of this policy is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources through coordination between institutions. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.

1. Definitions

   a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below; and which possesses the first right to offer programs within its designated service region(s).

      i. ~~For purposes of this policy, w~~With respect to academic programs, Designated Institutions and Partnering Institutions shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).

      ii. ~~For purposes of this policy, w~~With respect to career technical programs, Designated Institutions and Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College,

College of Eastern Idaho, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering duplicative programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.

c. High-Need Program shall mean a program identified by an institution or the Board as critical to supporting the future growth of a profession.

d. Joint Program shall mean an educational program jointly developed and delivered concurrently by two or more institutions.

e. Partnering Institution shall mean either

i. ~~(i)~~ an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or ~~(ii)~~

~~i.~~ii. an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.

~~d.~~f. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.

~~e.~~g. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.

~~f.~~h. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, College of Eastern Idaho, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.

~~g.~~i. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program

Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

2. Planning and Delivery Process and Requirements

a. Planning

i. Three-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling three (3) year academic plan (Three-Year Plan) which includes all current and proposed institution programs. The Three-Year Plan shall be approved by the Board annually at its August Board meeting.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's ~~Chief Academic Officer~~ Executive Director or designee, create and submit to Board staff a rolling three (3) year academic plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Programs

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs:

a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.

b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.

c) A summary of the Memoranda of Understanding (MOU~~'~~s), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region.

The Institution Plan developed by a Designated Institution shall include the following:

a) A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.

b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.

c) A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.

d) A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.

e) A summary of collaborative programs created to meet areas designated as high-need.

3) Institution Plan Updates

Institution Plans shall be updated and submitted to Board staff annually as follows:

a) Preliminary Institution Plans shall be developed according to a template provided by the Board's ~~Chief Academic Officer~~ Executive Director or designee and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.

b) Following review by CAAP, Institution Plans shall be submitted to Board

staff. Upon submission of the Institution Plans to Board staff, the Board's ~~Chief Academic Officer~~Executive Director or designee shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.

c) In the event the Board's ~~Chief Academic Officer~~ Executive Director or designee recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Three-Year Plan.

d) The Board's ~~Chief Academic Officer~~Executive Director or designee shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Three-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery

The Board has established statewide program responsibilities for the ~~following institutions~~ University of Idaho, Boise State University, and Idaho State University. Each institution must assess the need for, and~~,~~ when determined by the assessment, ensure the statewide delivery of educational programs assigned by the Board. ~~This~~ A statewide program list consisting of statewide program responsibilities shall be updated by the Board every two years in accordance with a schedule developed by the Executive Director or designee. The program list will be contained in the Board approved three-year plan document and maintained by Board staff.

~~Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:~~

~~Program Name~~	~~Degrees~~
~~Public Policy and Administration~~	~~M.S., Ph.D.~~
~~Community and Regional Planning~~	~~M.C.R.P., Ph.D.~~
~~Social Work (Region V-VI —shared with ISU)~~	~~M.S.W.~~
~~Social Work~~	~~Ph.D.~~

~~Idaho State University must assess the need for and, when determined~~

ATTACHMENT 1

necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ.
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat.
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.

ATTACHMENT 1

~~Natural Resource concentrations in:~~ ~~• Forestry~~ ~~• Forest and Sustainable Products~~ ~~• Wildlife Resources~~ ~~• Fishery Resources~~ ~~• Natural Resource Conservation~~ ~~• Rangeland Ecology & Management~~ ~~• Fire Ecology & Management~~	~~M.S., M.N.R., Ph.D.~~

ii. High-Demand Programs

The Board recognizes that the need for high-demand, high-need programs may require joint delivery by multiple institutions statewide. These high-demand programs must be delivered through collaboration between institutions in order to preserve rural and statewide access. Service region restrictions and primary institution first rights to offer a program do not apply to Board identified high-demand programs. Criteria for statewide program high-demand designation includes, but is not limited to:

1) Idaho Department of Labor data,
2) Idaho industry demand as demonstrated by unfilled positions and industry data,
3) Demonstrated Idaho state needs for programs supporting underserved populations, and
4) Requested by the Board.

An institution wishing to offer a high-demand program that does not have statewide responsibility in the program area must meet the criteria above, have a signed MOU with the Institution with the Statewide Program Responsibility, and the approval of the Board's Executive Director or designee. At that point, the Partnering Institution shall include the program in its Institution Plan. If the Board determines that an emergency need exists for a program that the Institution with Statewide Program Responsibility cannot meet, then upon Board approval the two Institutions shall enter into an MOU for the delivery of such program.

~~ii.~~iii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, the University of Idaho, and North Idaho College are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs. Lewis-Clark State College, and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Designated Institutions serving undergraduate needs. Boise State University is the Designated Institution serving graduate education needs. Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the Designated Institutions serving undergraduate needs. Idaho State University is the Designated Institution serving the graduate education needs, with the exception that Boise State University will meet undergraduate and graduate business program needs. Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Designated Institutions serving undergraduate education needs. Idaho State University is the Designated Institution serving the graduate education needs. Idaho State University and College of Eastern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

2) Career Technical Service Regions

Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101,

Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. College of Eastern Idaho is the Designated Institution.

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's ~~Chief Academic Officer~~Executive Director or designee, the following:

a) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.

b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.

c) A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of

the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.

~~4) Designated Institution's First Right to Offer a Program~~

~~In the event the Partnering Institution has submitted the information set forth above to the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Career Technical Education in the case of career technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region the Designated Institution shall have a first right to offer such program.~~

~~The Designated Institution must within six (6) months (three (3) months in the case of associate level or career technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the Board's Chief Academic Officer of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.~~

~~iii.~~iv. Memoranda of Understanding

The Board encourages and fosters orderly and productive collaboration between Idaho's public institutions. Memoranda of Understanding can support such collaboration.

~~When a service region is served by more than one institution for the delivery of an academic or technical credential defined in Board Policy Section III.E., an MOU shall be developed between such institutions as provided herein and submitted to the Board's Chief Academic Officer for review and approval by the Board prior to entering into such agreements. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.~~

Institutions proposing to offer a joint program shall develop an MOU to identify the specific roles of each participating institution; the student-related processes

associated with delivery of the program; and a timeline for review.

When an institution desires to offer a program already being offered by another institution in the latter institution's service region, an MOU shall be developed between the institutions to offer the program.

If a Designated Institution has identified a workforce or educational need for the delivery of a program within its service region and is unable to provide the program, the Designated Institution may collaborate with a Partnering Institution to offer the program. An MOU will not be required for review or approval prior to implementation in this case. Institutions are required to follow the standard program approval processes as identified in Board Policy III.G to obtain program approval.~~If an institution with Statewide Program Responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibility in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution with Statewide Program Responsibility and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.~~

An institution with Statewide Program Responsibility need not enter into an MOU with any other institutions before offering the statewide program in service regions outside the service region of the institution with Statewide Program Responsibility. If an institution desires to offer a program for which another institution has Statewide Program Responsibility, the institution that does not have Statewide Program Responsibility shall be required to enter into an MOU with the institution that has Statewide Program Responsibility for that program.

When an institution with Statewide Program Responsibility or Service Region Program Responsibility desires to offer a program within a service region where such program is currently being offered by another institution, the institutions shall enter into a transition MOU that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

Idaho public postsecondary institutions may enter into MOUs with out-of-state postsecondary institutions or private postsecondary institutions to offer programs. Such MOUs do not require notification or approval by the Board, but shall be shared with the Council on Academic Affairs and Programs. While the Board does not prohibit MOUs with out-of-state postsecondary institutions, agreements with in-state public institutions are preferred. ~~The Board~~

~~encourages agreements with out-of-state postsecondary institutions, but agreements with in-state public institutions are favorable.~~

Articulation agreements between any postsecondary institutions for the purposes of facilitating course or program transfer do not require approval by the Board. Such agreements shall be managed and tracked by the institutions, and shall be reported to the Board on an annual basis as part of the three-year planning process. All articulation agreements must be in compliance with Section 33-3729, Idaho Code, and Board Policy III.V.

All MOUs shall be submitted in conjunction with related program proposals following the standard program approval processes as identified in Board Policy III.G.

~~iv.~~v. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

1) The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and

2) The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or

metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

~~v.~~vi. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

~~vi. Program Transitions~~

~~Institutions with Statewide Program or Service Region Program Responsibilities may plan and develop the capacity to offer a program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:~~

~~1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3) above.~~

~~Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.~~

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an

MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

   Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

   The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

   All disputes relating to items addressed in this policy shall be forwarded to the Board's ~~Chief Academic Officer~~ Executive Director or designee for review. The Board's ~~Chief Academic Officer~~ Executive Director or designee shall prescribe the method for resolution. The Board's ~~Chief Academic Officer~~ Executive Director or designee may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

6. Exceptions

ATTACHMENT 1

a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.

b. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.

BOISE STATE UNIVERSITY

SUBJECT

Master of Science in Cybersecurity

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create an interdisciplinary Master of Science (M.S.) in Cybersecurity. The program will have three emphases: Computer Science, Cryptanalysis and Signals Analysis, and Management. Faculty members participating in this interdisciplinary master's program are from the College of Engineering, the College of Arts and Sciences, and the College of Business and Economics.

- The Computer Science emphasis focuses on protection of computers, networks, programs, industrial control systems, and data from unintended or unauthorized access, change, or destruction.
- The Cryptanalysis and Signals Analysis emphasis focuses on modern and emerging cryptographic systems, weaknesses of the underlying mathematics of a cryptographic system, weaknesses in implementation including side channel attacks, and weak entropy inputs.
- The Management emphasis focuses on managing the many complex systems required to run a successful information security program. These systems include governance systems, change management systems, identity and access management systems, and managing the people running them.

The proposed program is built on a solid foundation and specialized expertise available at Boise State University and is complimentary to and supports other recent initiatives and related certificate programs in cybersecurity. Additionally, Boise State University is a member of the Center for Advanced Energy Studies (CAES), a research and education consortium between the four-year Idaho institutions and the Idaho National Laboratory (INL). Cybersecurity is one of seven focus areas in the CAES strategy and Boise State University contributes to this strategy through developing research collaborations with INL and the other CAES affiliated institutions and through developing new cybersecurity related educational programs.

IMPACT

The proposed M.S. in Cybersecurity degree program is intended to be a part of the statewide cybersecurity initiative and the collaboration between the Idaho's higher education institutions to meet the growing workforce demand for cyber-related education. Cybersecurity is a multifaceted challenge, and this interdisciplinary

program will help fill a gap in Idaho's cybersecurity program offerings. This program will collaborate and coordinate with BSU's new Institute for Pervasive Cybersecurity. It will provide unique and specialized research opportunities in cybersecurity building on the expertise of BSU faculty.

There is no duplication, as no Idaho public institution offers a similar graduate degree program in Cybersecurity. This interdisciplinary Master of Science in Cybersecurity program builds knowledge and skills of security specialists to effectively protect the safety and prosperity of companies, communities and nations. The purpose of the program is to engage students in academically rigorous training on the security aspects of software, signal analysis and protocol analysis, and management. It is designed for post-baccalaureate students who want to create positive change by developing and deploying solutions that mitigate cybersecurity threats.

ATTACHMENTS

Attachment 1 – Proposal for Master of Science in Cybersecurity

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University anticipates five enrollments initially and projects that the program will reach 25 students by the fifth year, graduating approximately 10-13 students per year once the program is up and running. If enrollment does not reach 12 total students and four graduates per year by FY2025, the program will be identified as underperforming and given two additional years until the program is discontinued. BSU anticipates potential students will be full-time working professionals who are self-funded or sponsored by their employers. With support from federal funding, BSU estimates they will eventually have four graduate assistantships.

Boise State University's request to offer a Master of Science in Cybersecurity is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. In accordance with Board Policy III.Z., no institution has the statewide program responsibility specifically for cybersecurity programs.

Currently there are no Master's level programs in cybersecurity being offered by the Idaho's three universities. However, University of Idaho anticipates bringing forward a Master's level Cybersecurity program for consideration at the June 2021 Board meeting. University of Idaho currently offers an M.S. in Computer Science and a Graduate Certificate in Secure and Dependable Computing Systems. BSU and ISU both offer an M.S. in Computer Science, however, neither are specifically focused on cybersecurity.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 4, 2021; and to the Instruction, Research, and Student Affairs on April 7, 2021.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a Master of Science in Cybersecurity, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Boise State University proposes the creation of a new interdisciplinary program leading to the degree of **Master of Science in Cybersecurity**. The program will have three emphases: Computer Science, Cryptanalysis and Signals Analysis, and Management. Faculty members participating in the program will be drawn from the College of Engineering, the College of Arts and Sciences and the College of Business and Economics.

! Ã The Computer Science emphasis will focus on protection of computers, networks, programs, industrial control systems, and data from unintended or unauthorized access, change, or destruction.

! Ã The Cryptanalysis and Signals Analysis emphasis will focus on modern and emerging cryptographic systems, weaknesses of the underlying mathematics of a cryptographic system, weaknesses in implementation including side channel attacks and weak entropy inputs.

! Ã The Management emphasis will focus on managing the many complex systems required to run a successful information security program. These systems include governance systems, change management systems, identity and access management systems, and managing the people running them.

The program will be managed by an advisory committee that will consist of one member from the departments of Computer Science, Mathematics, and Information Technology and Supply Chain Management. The Master of Science in Cybersecurity students and faculty will collaborate with students and faculty from the existing Master of Science in Computer Science, Master of Science in Mathematics and the PhD in Computing programs. The program will also closely work with the newly developed Institute for Pervasive Cybersecurity at Boise State University.

The proposed program will be built on a solid foundation created by recent growth at Boise State in cybersecurity - related disciplines and the many cybersecurity initiatives and certificate programs. Additionally, Boise State University is a member of the Center for Advanced Energy Studies (CAES) - a research and education consortium between the four-year Idaho institutions, University of Wyoming and the Idaho National Laboratory (INL). Cybersecurity is one of seven focus areas in the CAES strategy and Boise State University contributes to the mission through developing research collaborations with INL and the other CAES affiliated institutions as well as developing new cybersecurity related educational programs.

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A recent study by Cybersecurity Ventures[1] predicts that 3.5 million cybersecurity jobs around the world will be unfilled by 2021. In the United States, the demand for professionals with cybersecurity expertise is outpacing all other occupations[2]. These reports, along with many others, underpin the need for increasing workforce development initiatives founded in cybersecurity principles. The workforce shortage is across all cybersecurity domains, yet our adversaries are always advancing, always probing for vulnerabilities in corporate enterprise systems, critical infrastructure systems, and vital national security systems.

Organizations often follow the NIST Cybersecurity Framework[3] and the NICE Cybersecurity Workforce Framework[4] to manage cyber-risk. Both frameworks emphasize the importance of cybersecurity education, training, and workforce development. However, the looming threat of cyber-attacks and their impact on business continuity has led companies to prioritize information technology infrastructure over cybersecurity training and awareness programs. This is changing. In 2017, it is estimated that the global market for cybersecurity training was $1 billion and that by 2027 an additional $9 billion will be dedicated to security awareness training programs.[5] These estimates were prior to the pandemic. In a recent study by McKinsey & Company, they state that an increase in remote workers will result in companies investing even more in security and awareness training.[6]

The site www.cyberseek.org provides an on-going set of workforce statistics across the United States in aggregate, as well as regionalized demands. As shown below, the need for cybersecurity professionals remains at an all-time high of over 500,000 needed (but currently unfillable) openings around the country.

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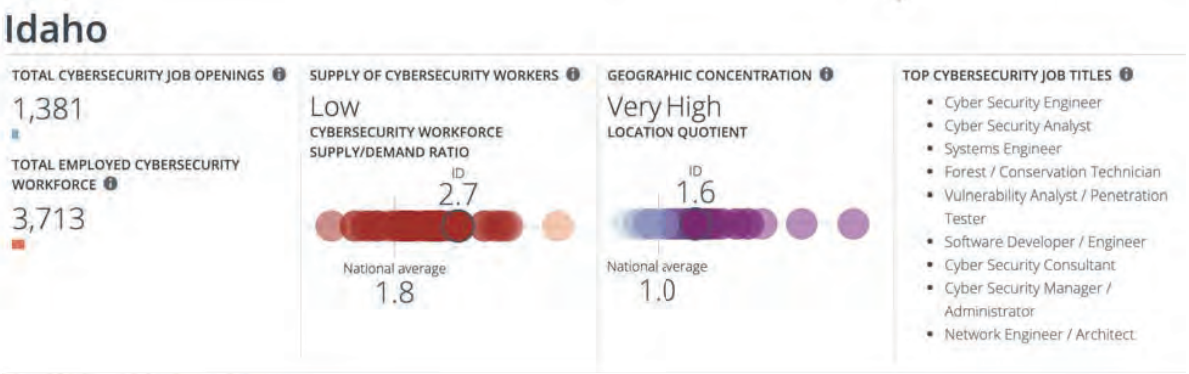
The demand for cybersecurity jobs in the state of Idaho and in the Boise area is described in the figures below.



It is difficult to match job categories from the Bureau of Labor Statistics and the Idaho Department of Labor to the proposed program, as some students may seek employment in engineering or computer science fields, and others may seek employment in corporations at a managerial level. The categories below best represent the roles graduates would be eligible for following the completion of the program.

! Ā Management Analysts (13-1111 both)
! Ā Compliance Officers (13-1041 both)
! Ā Computer and Information Research Scientists (15-1111 ID, 15-1221 BLS)
! Ā Computer Network Architects (15-1143 ID, 15-1241 BLS)
! Ā Information Security Analysts (15-1122 ID, 15-1212 BLS)

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! Ā Computer Systems Analysts (15-1121 ID, 15-1211 BLS)
! Ā Network and Computer Systems Administrators (15-1142 ID, 15-1244 BSL)
! Ā Software Developers and Software Quality Assurance Analysts and Testers (15-1256 BLS)
! Ā Software Developers Systems Software (15-1133 ID)
! Ā Mathematicians (15-2021 BLS)
! Ā Computer Hardware Engineers (17-2061 both)

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The primary intended audience for the program is graduate students enrolled in mathematics, computer sciences, management, or engineering programs, off-campus military personnel, and nontraditional students in Idaho and throughout the United States. Nontraditional students could potentially include those employed at HP, Idaho National Laboratory (INL), Clearwater Analytics, U.S. military, banking industries, and other similar organizations.

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Recruitment to the program will be coordinated with the recruiting staff of the Graduate College. The program will also work with the Institute for Inclusive and Transformative Scholarship and the Institute for Pervasive Cybersecurity in recruiting students across the state and nationally. Faculty associated with the proposed program will work with colleagues nationally to identify promising students and encourage application. Alumni will be contacted about the new program as well as current students in order to refer prospective students to the program. Current undergraduate students that show promise and interest for the graduate program will be encouraged to apply. Each summer Boise State hosts an NSF sponsored Research Experience for Undergraduates (REU) program that focuses on various aspects of cybersecurity. Students from across the country participate in the REU program and this will provide an opportunity for recruiting students to the program.

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The increasing need for trained cybersecurity professionals has become a societal challenge. The workforce shortage exists across all cybersecurity domains, yet our adversaries are always advancing, always probing for vulnerabilities in corporate enterprise systems, critical infrastructure systems, and vital national security systems.

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To combat this persistent threat, which is a 24-7 operation, we need an all-hands-on-deck approach. This need is especially pressing when assessing our current and future digital landscape — a tireless and ever-expanding connectivity supported by societal needs and economic development, yet compromised by the common criminal to nation-state sponsored criminal activity. And when coupled with the uncertainties and realities presented by a world immersed in a pandemic — the rapidly shifting priorities of people, businesses, and governments have accelerated the mainstream adoption of a remote workforce.

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Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	FY17	FY18	FY19	FY20
UI	**M.S. Computer Science**	27	30	52	49	10	11	11	23
UI	**Secure and Dependable Computing Systems Graduate Academic Certificate**	n/a	n/a	4	5	n/a	n/a	2	6
ISU	**M.S. Computer Science**								
BSU	**M.S. Computer Science**	51	42	54	43	16	10	17	21

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There are currently no master's level degree programs offered in *Cybersecurity* at Idaho public higher education institutions. Currently, the University of Idaho offers a M.S. in Computer Science and a "Secure and Dependable Computing Systems" Graduate Academic Certificate, while Boise State and Idaho State Universities offer M.S. in Computer Science. None of these are master's programs specifically focusing on cybersecurity.

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Proposed Program: Projected Enrollments and Graduates First Five Years
Program Name: Master of Science in Cybersecurity

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Projected Fall Term Headcount Enrollment in Program					Projected Annual Number of Graduates From Program				
FY22	FY23	FY24	FY25	FY26	FY22	FY23	FY24	FY25	FY26
5	12	17	23	26	0	5	7	10	13

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Ā <TQLGEVGFĀ3PTQNNOGPV! The enrollment projections are based on the following:ĀĀ
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- ! Ā The majority of students will be professionals who likely have full-time jobs and who are either self-funded or sponsored by their company.
- ! Ā A number of the faculty members who will participate in the program are successful at securing federal grants. It is estimated that eventually four graduate assistantships will be funded by grants.
- ! Ā It will typically take two years for a full-time student to finish the program. Some students admitted to the program may complete their degree in less than 24 months if the program determines that the student has appropriate transfer credits or prior learning.
- ! Ā Recruitment efforts will be more than sufficient to fill the incoming cohort.

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Ā Ā The above assumptions are expected to yield the following results:

- ! Ā Approximately 7 students will graduate after the third year of the program.
- ! Ā A total average enrollment of 25 students is expected in the program once the program is operating at full capacity by year 4 or 5 of the program implementation.

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Recruitment. We expect the interdisciplinary nature of the program will have a broad appeal, enabling us to recruit students nationally, particularly states in the North Pacific region where the demand for cybersecurity knowledge and skills are in high demand. Recruitment to the program will be coordinated with the recruiting staff of the Graduate College. The program will also work with the Institute for Inclusive and Transformative Scholarship and the Institute for Pervasive Cybersecurity in recruiting students across the state and nationally. Faculty associated with the proposed program will work with colleagues nationally to identify promising students and encourage application. Alumni, and current students will refer prospective students to the program. The program will have a highly visible web presence, with up-to-date information on opportunities, success stories, and where-are-they-now information about graduates. Current undergraduate students that show promise and interest for the graduate program will be encouraged to apply. Each summer Boise State hosts an NSF sponsored Research Experience for Undergraduates (REU) program that focuses on various aspects of cybersecurity. Students from across the country participate in the REU program, this will provide an opportunity for recruiting students to

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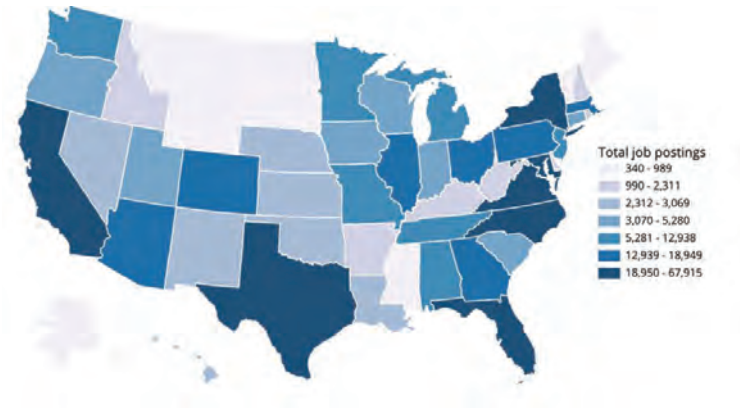

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It is projected that the program will have approximately 17 students in the third year. Continuing education for retraining the cybersecurity workforce in the state of Idaho is essential given the rapidly changing nature of the field. Thus, it is expected that the program will have a number of students who are already security specialists. Furthermore, to encourage undergraduate students to apply, the program may adopt the model of an accelerated Master program that exists in the MS in Computer Science and in the MS in Mathematics. In this model, undergraduate senior students can be admitted to the accelerated Master program and can take some dual listed courses in their senior year. A dual-listed course is a course that is listed as both undergraduate and graduate. In the model, these dual-listed courses can be counted toward students' undergraduate degree, as well as their Master degree. After the second year it is expected that the program (including its recruitment plan) will be reasonably well established and able to recruit self-funded students into the program.

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If the program fails to achieve 12 total students and 4 graduates per year by FY 2025, the program will be considered to be underperforming and have 2 additional years (FY 2027) until the program is discontinued.

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ĀĀĀThe following measures will ensure the high quality of the proposed program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Specialized Accreditation: The Boise State University undergraduate engineering programs (e.g., civil engineering, computer science, electrical and computer engineering,

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materials science and engineering, and mechanical engineering) have been accredited by ABET, Inc. Engineering disciplines are normally only accredited by ABET at one level, the undergraduate level. The Computer Science program underwent a successful re-accreditation visit in Fall 2016, and was re-accredited to 2022 as a result of the visit.

Program Assessment Reporting: At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Graduate College: The program will adhere to all policies and procedures of the Graduate College, which is a member of the Council of Graduate Schools (Washington, D.C.), the leading authority on graduate education in the United States. The Graduate College has broad institutional oversight of all graduate degree and certificate programs.

Program Oversight: The proposed new interdisciplinary Master of Science in Cybersecurity will be built based on a successful experience within multiple departments that manage a similar interdisciplinary PhD in Computing program. Two out of three managing departments (i.e., Computer Science and Mathematics) for the proposed Master of Science in Cybersecurity are the departments that manage the PhD in Computing. The PhD in Computing currently has approximately 55 students. The governance structure, policies and procedures of the MS in Cybersecurity program will ensure that students receive the individual mentoring, guidance, and professional development needed to progress through their program in a timely manner. Ā

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The program offers three emphases: Computer Science, Cryptanalysis and Signals Analysis, and Management. Ā

COMPUTER SCIENCE	CRYPTANALYSIS AND SIGNALS ANALYSIS	MANAGEMENT
Cybersecurity Foundation (9 credits)		
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Cybersecurity ĀĀComputing Foundations For Computational Science ĀĀNetwork and System Foundations for Cybersecurity	Cybersecurity ĀĀNumber Theory ĀĀComputational Statistics	Cybersecurity ĀĀnformation Security Management ĀĀecurity Analytics ĀĀntroduction and Business Foundations
Cybersecurity Knowledge Building (12 credits)		
At least four of the following classes ĀĀCybersecurity of Critical Infrastructures ĀĀComputer Security ĀĀApplied Cryptography ĀĀSoftware Security ĀĀAdvanced Network Security	*At least fours of the following classes* ĀĀ Symmetric Key Cryptography and Cryptanalysis ĀĀ Advanced Asymmetric Cryptography and Cryptanalysis ĀĀ Quantum and Post-Quantum Cryptography ĀĀ Advanced Applied Cryptography ĀĀ Stochastic Signals and Systems	*The following classes from the Career-Track MBA (CT), Professional Track MBA (PT), or Online MBA (O) are required* ĀĀnnovation Driven Advantage (CT) or Strategic Perspectives (PT) or Design Thinking and Strategic Management (O) ĀĀManaging Successful Projects (CT, O) or Successful Project Management (PT) ĀĀeading People and Organizations (CT) or Organizational Issues and Leadership (PT) or People and Organizations (O)
Cybersecurity Crosscutting Knowledge Building (6 credits)		
At least two of the following or other classes approved by the program ĀĀDigital Forensics ĀĀCyber Physical Systems ĀĀOperating Systems ĀĀAdvanced Operating Systems ĀĀnformation Security Management ĀĀecurity Analytics	*At least two of the following or other classes approved by the program* ĀĀ Digital Signal Processing ĀĀ Information and Coding Theory ĀĀ Cybersecurity of Critical Infrastructures ĀĀ Machine Learning ĀĀ information Security Management ĀĀ Cyber Physical Systems ĀĀ Data Analysis	*At least two of the following or other classes approved by the program* ĀĀ Predictive Analytics ĀĀ Project Management ĀĀ Cybersecurity of Critical Infrastructure ĀĀ Computer Security ĀĀ Software Security ĀĀ Symmetric Key Cryptography and Cryptanalysis ĀĀ Data Management and

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ĀĀAdvanced Asymmetric Cryptography and Cryptanalysis ĀĀSymmetric Key Cryptography and Cryptanalysis	ĀĀ Design and Analysis of Algorithms	Analytics ĀĀ IT and Process Management ĀĀ Operations and Supply Chain Management ĀĀ Information Technology and Business Alignment
OR any other course approved by the program		
Cybersecurity Culminating Experience (3 credits)		
CYBER 592: Capstone Course or CYBER 590: Practicum/Internship		

! Ā **COURSES (Excluding the Elective Courses)**

- ○Ā CYBER 500: INTRODUCTION TO CYBERSECURITY (3-0-3) (F/S)
- ○Ā CS 507 COMPUTING FOUNDATIONS FOR COMPUTATIONAL SCIENCE (3-0-3)(F).
- ○Ā CS 508 NETWORK AND SYSTEM FOUNDATIONS FOR CYBERSECURITY (3-0-3)(S).
- ○Ā CS 524 CYBER SECURITY OF CRITICAL INFRASTRUCTURES (3-0-3)(S)(Odd years).
- ○Ā CS 546 COMPUTER SECURITY (3-0-3)(F).
- ○Ā CS 567 APPLIED CRYPTOGRAPHY (3-0-3)(F)(Even years).
- ○Ā CS 575 SOFTWARE SECURITY (3-0-3)(S)(Even years).
- ○Ā CS 622 ADVANCED NETWORK SECURITY (3-0-3)(S)(Odd years).
- ○Ā MATH 504 NUMBER THEORY (3-0-3)(S).
- ○Ā MATH 508 ADVANCED ASYMMETRIC CRYPTOGRAPHY AND CRYPTANALYSIS (3- 0-3)(F).
- ○Ā MATH 509 SYMMETRIC KEY CRYPTOGRAPHY AND CRYPTANALYSIS (3-0-3)(S).
- ○Ā MATH 510 QUANTUM AND POST-QUANTUM CRYPTOGRAPHY (3-0-3)(F).
- ○Ā MATH 667 (CS 667) ADVANCES IN APPLIED CRYPTOGRAPHY (3-0-3)(S)(Even Years).
- ○Ā ECE 650 STOCHASTIC SIGNALS AND SYSTEMS (3-0-3)(S).
- ○Ā MATH 572 COMPUTATIONAL STATISTICS (3-0-3)(S).
- ○Ā ITM 555 INFORMATION SECURITY (3-0-3)(F/S)
- ○Ā ITM 556 MANAGING INFORMATION SECURITY (3-0-3)(F)
- ○Ā ITM 557 SECURITY ANALYTICS (3-0-3)(S)
- ○Ā MBA 503 MANAGING SUCCESSFUL PROJECTS (3-0-3)(S)
- ○Ā MBA 510 LEADING PEOPLE AND ORGANIZATIONS (3-0-3) (S)
- ○Ā MBA 514 INNOVATION DRIVEN ADVANTAGE (3-0-3) (F)
- ○Ā MBA 531 STRATEGIC PERSPECTIVES (3-0-3) (F)
- ○Ā MBA 532 ORGANIZATIONAL ISSUES AND LEADERSHIP (3-0-3) (F)
- ○Ā MBA 549 SUCCESSFUL PROJECT MANAGEMENT (3-0-3) (SU)
- ○Ā BUSMBA 500 INTRODUCTION AND BUSINESS FOUNDATIONS (1-0-1) (Varies)
- ○Ā BUSMBA 501 DESIGN THINKING AND STRATEGIC MANAGEMENT (4-0-4) (Varies)
- ○Ā BUSMBA 510 PEOPLE AND ORGANIZATIONS (4-0-4) (Varies)
- ○Ā BUSMBA 540 MANAGING SUCCESSFUL PROJECTS (4-0-4) (Varies)
- ○Ā CYBER 590 PRACTICUM/INTERNSHIP
- ○Ā CYBER 692 CAPSTONE COURSE

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Students will complete a 3 credit Capstone Course (CYBER 692) or Practicum/Internship (CYBER 590) as a culminating experience.Ā

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Mission of the Program. This Master of Science in Cybersecurity builds knowledge and skills of security specialists to effectively protect the safety and prosperity of companies, communities and nations. The mission of the program is to engage students in academically rigorous training on the security aspects of software, signal analysis and protocol analysis, and management. It is designed for post-baccalaureate students who want to effect positive change by developing and deploying solutions that mitigate cybersecurity threats. The program is offered in three emphases: Computer Science, Cryptanalysis and Signals Analysis, and Management. The program provides a foundational and integrated approach to cybersecurity education developed to deliver specific, relevant, in-demand knowledge and skill sets. The program's curriculum is intensive and has an in-depth focus on the most critical current and emerging threats.

Program Objectives

Objective A: Enable students to develop as successful professionals for cybersecurity positions in industry, government, and academic institutions.
Objective B: Prepare students to make contributions in the field of cybersecurity.
Objective C: Maintain and improve the program's leadership position in the State of Idaho and nationally.

Program Learning Outcomes

- 6Ā **PLO 1** - Graduates will demonstrate leadership, knowledge, skills, and practices needed for safeguarding security and privacy in today's and tomorrow's cyber infrastructure.Ā
- 6Ā **PLO 2** - Graduates will demonstrate the ability to analyze complex cybersecurity problems.Ā
- 6Ā **PLO 3** - Graduates will demonstrate the ability to design systems, components or processes that provide solutions to complex cybersecurity problems.Ā
- 6Ā **PLO 4** - Graduates will function and communicate effectively in a range of interdisciplinary activities and will design security solutions in a team context.Ā

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Program Intended Learning Outcomes *Graduates of this program are expected to have the following skills and knowledge*	**Direct measures of Achievement of Intended Learning Outcomes**	**Indirect Measure of Achievement of Intended Learning Outcomes**
1. Graduates will demonstrate leadership, knowledge, skills, and practices needed for safeguarding security and privacy in today's and tomorrow's cyber infrastructure.	Assignments in coursework, completion of capstone course or internship	Exit interview with students, faculty observations and discussions
2. Graduates will demonstrate the ability to analyze complex cybersecurity problems.	Required culminating experience, publications	Exit interview with students, faculty observations and discussions
3. Graduates will demonstrate the ability to design systems, components or processes that provide solutions to complex cybersecurity problems.	Assignments in coursework, course projects	Exit interview with students, faculty observations and discussions, presentations at professional meetings, publications
4. Graduates will function and communicate effectively in a range of interdisciplinary activities and will design security solutions in a team context.	Assignments in coursework, completion of capstone course or internship, course project presentations	Exit interview with students, faculty observations and discussions

Program Assessment. The program will undergo an annual assessment that includes exit interviews of graduating students, compilation of student publications, and special activities (such as internships, workshops, and conference presentations), monitoring ongoing career development, and key metrics of the student pipeline including data for admission, enrollment, degree progress, overall time-to-degree, and student financial support. This assessment is the responsibility of the program coordinators assisted by the Graduate College, and results in a report to the deans of the participating colleges. The report must include a description of previous actions used to improve the program, the results of those actions, and any newly recommended or modified actions to be undertaken by the program in response to the most recent assessment.

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The Department of Computer Science will be the main host/location for the Computer Science Emphasis of the proposed MS in Cybersecurity. The department moved into a new building located in the center of downtown Boise in Summer 2016. The new building, the City Center Plaza, is a 9-story building on the Main Street between the 9th Street and Capitol Blvd. The Department fully occupies the second and third floors of the building, with a total footprint of 53,549 ft^2. The facility in the new building includes server rooms, a visualization center, tutoring center, 34 faculty/staff and departmental offices, 6 classrooms, 3 conference rooms, focus rooms, 100 plus cubicle desks (each with a desktop PC), outdoor balconies and community gathering spaces. Ā
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The Department maintains a 40-workstation MetaGeek lab for students. This laboratory has special software and hardware to support advanced computer science courses and research. In addition to the four full time IT employees in the College of Engineering, there is one additional full time IT employee in the Department.Ā

The Department of Mathematics will be the main host/location for the Cryptanalysis and Signals Analysis Emphasis (CASA) of the proposed MS in Cybersecurity. The Mathematics building includes more than 27 faculty/staff and departmental offices, graduate student offices, over 10 classrooms, 1 conference room, tutoring center and community gathering space. The department has a “LifeSize” room for hosting speakers from remote sites and Mac Computer Lab with twenty-one 2.7GHz Quad-core iMac 21.5 inch computers. Each computer has 8GB RAM, a 1 TB hard drive and a CUDA capable 512MB NVidia GForce 640M video card.

The department recently developed a research lab dedicated to the CASA Emphasis of the program. The CASA lab is equipped with 6 Spartan 6 LX9 FPGA Target for CW308, four Intel D2000 microcontrollers, CW305 Artix FPGA Target Board, 2 ChipWhisperer-Lite (CW1173) Basic Board, two Basys 3 Artix-7 FPGA Trainer Board, five Raspberry Pis, OpenBCI EEG Headband Kit, Ganglion Board, and side-channel analysis software.
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The Department of Information Technology and Supply Chain Management, which will be the host of the Management Emphasis, has 19 full-time faculty members and two computer labs/classrooms with a total of 63 workstations. The department is part of the AACSB accredited College of Business and Economics housed in the 118,890 ft^2 Micron Business and Economics Building with numerous classrooms, labs, and flexible workspaces. Students in the Management emphasis will take several existing courses in the MBA program, which currently has about 450 students.

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The proposed MS in Cybersecurity will not impact existing program's physical resources. Creation of the proposed MS in Cybersecurity will create an opportunity for a more vibrant research and teaching culture that will attract undergraduates and additional graduate students. Moreover, the program will provide a natural academic path for students who plan to pursue a doctoral degree in the area of cybersecurity.

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No additional equipment, space, or laboratory instruments are needed for the proposed program. Existing resources are adequate to support the program.

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Library resources are adequate to support the proposed MS in Cybersecurity.

There will be no impact on existing programs through increased library usage in support of the new program.

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No new library resources are needed for the program.

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Five new courses plus a capstone course / experience will be created to support this program. In the Department of Mathematics one new course will be covered by distributing the course load within the department and hiring an adjunct instructor to cover existing undergraduate courses. Similarly, the two new courses in the Department of Information Technology and Supply Chain Management will

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be covered by distributing the course load within that department and hiring an adjunct instructor to cover existing undergraduate courses. In each of these two cases undergraduate course coverage by the adjunct instructor will enable current full-time faculty to teach the new graduate courses. The Department of Computer Science is creating two new courses and has the instructional capacity to cover these new courses. It is not anticipated that any additional sections of existing courses will be needed for this program.

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A committee of advisors composed of one faculty member from the College of Business and Economics, the College of Engineering, and the College of Arts and Sciences will oversee a variety of activities related to the proposed program, including curriculum and assessment, as well as collaboration both internal and external. The administrative staff in the PhD Program in Computing and the Graduate College are available to support part of the administrative operations of the program. As enrollment grows in the program additional support may be needed. The following are existing faculty lines who will participate in the program and provide instructional support:Ā

Gaby Dagher, Computer Science
Yantian Hou, Computer Science
Hoda Mehrpouyan, Computer Science
Edoardo Serra, Computer Science
Jidong Xiao, Computer Science
Jyh-haw Yeh, Computer Science
Tim Andersen, Computer Science
Amit Jain, Computer Science
Liljana Babinkostova, Mathematics
Marion Scheepers, Mathematics
Jodi Mead, Mathematics
Leming Qu, Mathematics
Uwe Kaiser, Mathematics
Sin Ming Loo, Electrical and Computer Engineering
Doug Twitchell, Information Technology and Supply Chain Management

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The Division of Research and Economic Development, Office of Information Technology, and Research Computing Support Department provide the following services:

- ! Ā Provides robust cyberinfrastructure including storage, computational power, and connectivity to guarantee faculty a dedicated and reliable cyber environment to conduct their research.
- ! Ā Assists researchers and faculty with centralized high-performance computing (HPC), visualization and the Geographic Information Systems (GIS) Center and related software.
- ! Ā Provides a senior software engineer for customized programming and a senior cyberinfrastructure engineer for HPC training and development.

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- ! Ā The Research Computing Support Department conducts outreach to build trust and develop a willingness to turn to centralized resources instead of funding and duplicating established Boise State cyberinfrastructure services and notes existing and future needs for cyberinfrastructure support.
- ! Ā Works with the Boise State University Research Cyberinfrastructure Advisory Council to achieve their mission in developing a robust and reliable environment for research. That plan involves providing network speed, computational power, storage and seamless connectivity to researchers and faculty while ensuring centralized support and communication for ongoing cyberinfrastructure efforts.

In addition, the Division of Research and Economic Development, in collaboration with the Office of Information Technology, is currently providing scalable, dependable and affordable virtual servers and storage for faculty, researchers, and colleges. These include:

- ! Ā R2 Cluster: R2 Cluster - the R2 cluster is a Linux core operating system (CentOS 7) supporting 22 compute nodes, each with dual Intel Xeon e5-2380 14 core CPUs, for a total of 616 CPU cores. Five GPU nodes with dual Nvidia Tesla NVLink P100s, each GPU has 3584 cores with double-precision performance, for a total of 35,840 GPU cores.
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- ! Ā Falcon Super Computer at INL: Idaho National Laboratory makes the Top 500 supercomputer known as “Falcon” available to Boise State researchers. The 25,056-processor Silicon Graphics International Corporation (SGI) supercomputer has 124 TBytes of memory and an aggregate peak processing rate of 786 Tflops.
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- ! Ā Science DMZ and SDN for a Software Defined Data Center: Boise State was awarded the NSFfunded “CC*DNI: Networking Infrastructure: Science DMZ and SDN” proposal. The Science DMZ and SDN allows Boise State to expand the capabilities of a research network using the Idaho Regional Optical Network (IRON) to support a statewide collaboration among Boise State, INL, the University of Idaho (UofI), and Idaho State University (ISU). The project lays the groundwork for a statewide Software Defined Data Center (SDDC) design to facilitate shared network, data, and compute resources. Software Defined Networks (SDN) provide the foundation of the infrastructure and Software Defined Compute (SDC) and Software Defined Storage (SDS) integrate to create the Software Defined Data Center (SDDC). Leveraging this network and extending a dedicated software defined science network into our Idaho peer institutions enables collaboration among researchers to accelerate scientific discovery.
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- ! Ā Globus: Boise State maintains a Globus subscription for managed endpoints which facilitates collaborative data access using a convenient user interface and infrastructure for moving data between accessible Globus endpoints. This includes movement to and from XSEDE resources and other research and academic infrastructure as well as to and from personal workstations

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using the Globus Connect Personal software. This service makes it easy for researchers to reliably move large data sets asynchronously.Ā
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The program will not impact existing programs in terms of personnel resources.Ā
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As the majority of the courses required for the degree are pre-existing courses, those will not require additional faculty support. For the six new courses, the teaching load will be distributed throughout each department and supplemented by the use of adjunct faculty for each new course that is offered by that department. The adjuncts will teach existing undergraduate level courses, which are taught twice per year. This approach will release faculty to teach the new course(s) in each department. The participating departments currently use a total of over 30 adjunct faculty per year to cover an array of required math, computer science and information and technology management courses. When enrollment grows in the program it will strain existing resources needed to accomplish effective and successful implementation of the program, such as oversight of advising, teaching, development and management of the program, and so additional support may be needed, requiring increased faculty/staff (course release or other release) using the BSU Bronco budget resources. Plans for this are being considered.
The following summarizes the needed resources over the next five years.
Years 1-2: Expect to need two additional adjuncts in the Department of Mathematics and the Department of Information and Technology Management. These adjuncts will free-up full-time faculty to support other required courses in the program.
Years 3-5: Expect to need additional support (faculty or staff) who will get a course release or other adequate release to oversee advising, teaching, development and overall management of the program.

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Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 22		FY 23		FY 24		FY 25	
	FTE	Headcount	FTE	Headcount	FTE	Headcou	FTE	Headcou
A. New enrollments	5	5	7	7	10	10	15	15
B. Shifting enrollments	0	0	0	0	0	0	0	0
Total Enrollment	5	5	7	7	10	10	15	15

II. REVENUE

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-	One-time	On-going	One-time
1. New Appropriated Funding Request	$0	$0	$0	$0	$0	$0	$0	$0
2. Institution Funds	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0
4. New Tuition Revenues from Increased Enrollments	$36,792	$0	$51,156	$0	$62,244	$0	$81,900	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (i.e., Gifts)	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$36,792	$0	$51,156	$0	$62,244	$0	$81,900	$0

III. EXPENDITURES

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0
3. Adjunct Faculty	$6,654	$0	$6,654	$0	$6,654	$0	$6,654	$0
4. Graduate/Undergrad Assistants	$0	$0	$0	$0	$0	$0	$0	$0
5. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0
6. Directors/Administrators	$0	$0	$0	$0	$0	$0	$0	$0
7. Administrative Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0
9. Other: Peer-Advising	$0	$0	$0	$0	$5,000	$0	$7,500	$0
Total Personnel and Costs	$6,654	$0	$6,654	$0	$11,654	$0	$14,154	$0

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0
5. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0
6. Rentals	$0	$0	$0	$0	$0	$0	$0	$0
7. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0
8. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

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	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0
	FY 22		**FY 23**		**FY 24**		**FY 25**	
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)								
Utilites	$0	$0	$0	$0	$0	$0	$0	$0
Maintenance & Repairs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$6,654	$0	$6,654	$0	$11,654	$0	$14,154	$0
Net Income (Deficit)	$30,138	$0	$44,502	$0	$50,590	$0	$67,746	$0

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State of Idaho
Information Technology Services
Office of the Governor

BRAD LITTLE
Governor
JEFF WEAK
Administrator
GREG ZICKAU
Deputy Administrator/
Chief Information Officer

11331 W. Chinden Blvd, Suite B201
P.O. Box 83720
Boise, ID 83720-0042
Telephone (208) 605-4000 or FAX (208) 605-4093
http://its.idaho.gov

August 6, 2020

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Board Members,

I am writing this letter in support of Boise State University's proposed Master of Science in Cybersecurity program.

Given the importance of cybersecurity in every aspect of modern life and the shortage of trained cybersecurity professionals nationwide, this program and the graduates it produces will benefit the public and private sectors inside Idaho and the nation a whole. The proposed Master of Science in Cybersecurity program will also build a pathway for professionals to change careers and for existing cybersecurity professionals to deepen their expertise. This program will also help cybersecurity professionals progress into management level positions and will feed some of the PhD programs statewide should these same professionals choose to continue their education by pursuing a doctorate degree.

Boise State University already offers a Bachelor of Science in Computer Science with a Cybersecurity emphasis and a PhD in Computing with Cybersecurity emphasis, so the proposed Master of Science program fills a missing level that would be attractive to many potential students. Idaho employers need multiple universities inside our state to offer programs that specialize in all aspects of cybersecurity to satisfy the demand and need for trained cybersecurity professionals. To that end, Boise State University is participating in conversations within our state to codify an agreement for all major universities to share courses, curriculum and resources within the cybersecurity area of concentration.

I also want to highlight the fact that Boise State University hired several faculty members with operational cybersecurity experience in the last five years. They have also worked hard to seek and maintain many key industry/government relationships within the cybersecurity field including the State of Idaho, Information Technology Services as well as the Idaho National Lab.

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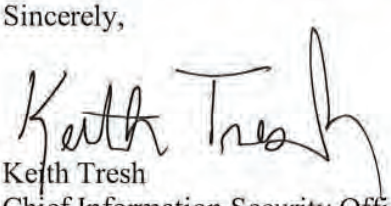
As an example, and a matter of fact, I was hired in August of 2019 to teach in their current baccalaureate program. I have also been asked to participate in all of their Cybersecurity planning and to sit on the Board of the Boise State's up-and-coming Institute for Pervasive Cybersecurity.

In closing, I would like to add that as a public servant with over 25 years of information technology and cybersecurity operational experience, I feel this program can and will dramatically increase the available number of trained cybersecurity professionals within Idaho and nationwide. I wholeheartedly support the creation and implementation of Boise State University's Master of Science in Cybersecurity program!

If you have questions or need more information, please feel free to contact me at (208) 605-4054 or keith.tresh@its.idaho.gov.

Sincerely,



Keith Tresh
Chief Information Security Officer
Office of Information Technology Services
Office of the Governor
Keith.Tresh@its.idaho.gov
Office: (208) 605-4054
Cell: (208) 407-8509

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Idaho National Laboratory INL

October 13, 2020 CCN 248072

Idaho State Board of Education
650 West State St.
Suite 307
Boise, ID 83720

Subject: Letter of Support Regarding Boise State University's Master of Science in Cybersecurity Program

Dear Board Members,

This is a letter of support on behalf of Idaho National Laboratory for Boise State University's proposed Master of Science in Cybersecurity program.

In recognition of the crucial role that cybersecurity plays in everyday life and with regards to the documented shortage of cybersecurity professionals, this program will help meet the educational needs and workforce demands of organizations within the state and beyond. Professionals will be able to leverage the proposed program's pathway of easy entrance; current cybersecurity professionals will be able to further develop their expertise.

Boise State University (BSU) currently offers a Bachelor's Degree in Computer Science with an emphasis in Cybersecurity, a minor in Cybersecurity and a PhD program in Computing with an emphasis in cybersecurity. The proposed Master of Science in Cybersecurity will compliment the strong cybersecurity program at BSU and offer continued development opportunities for skilled professionals in the state of Idaho.

Idaho National Laboratory (INL) and industries across Idaho would benefit from this program by expanding existing pathways and building increased depth within our cybersecurity workforce. BSU, with its strong cybersecurity knowledge-base, interdisciplinary approach, and proximity to industrial partners is well positioned to successfully develop this program.

INL is pleased to see the growth of cybersecurity education and research at BSU and its participation and cooperation with all major universities in Idaho to share courses, curriculum and resources in the cybersecurity arena.

BSU's recent history demonstrates a commitment to high quality programs and the support necessary for successful implementation. The established partnerships with BSU provide formal channels of communicating workforce needs and for creating a curriculum framework that meets the demands for specific skills and knowledge.

In closing, we strongly support the creation and the development of the proposed Master of Science in Cybersecurity program at Boise State University as we believe it will have a positive

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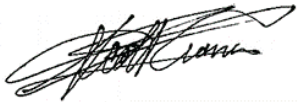
impact for the state of Idaho and Idaho National Laboratory as we work together to address cybersecurity workforce development needs.

Sincerely,



Scott Cramer, Director Cybercore Integration Center
National & Homeland Security

SC:KL

Distribution:
Liljana Babinkostova, Boise State University

cc: Z.D. Tudor, MS 3750
W.C. Kiestler, MS 3750
S.F. McAraw, MS 1444
E.J. Taylor, MS 1444
M.T. Bingham, MS 3605

SUBJECT

Freedom of Expression and Responsibility

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Sections III.B.3, Academic Freedom and Responsibility; and III.P.3., Students

BACKGROUND/DISCUSSION

State Board of Education (Board) policy contains provisions on freedom of expression and responsibilities for postsecondary faculty and students. Board member interest and recent campus events have prompted a review of existing Board policy on these topics.

In July 2014, a Committee on Freedom of Expression was appointed at the University of Chicago. "The Committee's charge was to draft a statement 'articulating the University's overarching commitment to free, robust, and uninhibited debate and deliberation among all members of the University's community.'" The Committee report "affirms the importance of maintaining and, indeed, celebrating those values for the future." The report is now commonly referred to as the "Chicago Principles" or "Chicago Statement." Substantially similar versions of the Chicago Principles have been adopted or endorsed by 81 public systems and public and private institutions nationwide. While not dispositive nor perfect, the Chicago Principles are a nationally-normed policy statement which could inform a review of the Board's current freedom of expression policies.

In June 2018, the Board of Regents in South Dakota initiated an ongoing statewide conversation about free speech in postsecondary education, including hearings, public conversations, and forums with policymakers, the public, and the academic community. One result of this effort is an annual report on free speech to the South Dakota Legislature. This report includes results of a campus climate survey sent to all public postsecondary students in the state. The 2020 survey included responses from over 3,500 students, with results showing that over 67% of students "do not feel silenced at all from sharing their views." At the same time, 7% feel that faculty at their institution "did not respect their free speech rights," 25% "did not feel comfortable expressing their political views with faculty," and 40% agreed that "it is important for them to enroll in courses specifically designed to enhance their knowledge of different political views." Like the Chicago Principles, the South Dakota approach could inform the Board's actions and policies related to freedom of expression.

IMPACT

The opportunity for balanced, candid and honest discourse and debate is foundational to our republic. Freedom of expression is a principle creed of American higher education. Our institutions are laboratories for modeling a climate and culture in which robust freedom of expression is encouraged, not just tolerated, and certainly never suppressed.

ATTACHMENTS

Attachment 1 – Model Freedom of Expression Resolution Based on University of Chicago Statement

STAFF COMMENTS

Board policies III.B.3. and III.P.3. were already in the staff's queue for review and possible update. Board discussion will help inform and frame the staff work to prepare these policies for possible amendment.

A corollary to these policies will be a discussion about student course evaluations and campus climate surveys around freedom of expression, and a possible annual report around institutions' actions or events that promote or hinder the free exchange of ideas.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

Model Freedom of Expression Resolution Based on University of Chicago Statement

Because [INSTITUTION] is committed to free and open inquiry in all matters, it guarantees all members of the [INSTITUTION] community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of [INSTITUTION], [INSTITUTION] fully respects and supports the freedom of all members of the [INSTITUTION] community "to discuss any problem that presents itself."

Of course, the ideas of different members of the [INSTITUTION] community will often and quite naturally conflict. But it is not the proper role of [INSTITUTION] to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although [INSTITUTION] greatly values civility, and although all members of the [INSTITUTION] community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. [INSTITUTION] may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of [INSTITUTION]. In addition, [INSTITUTION] may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of [INSTITUTION]. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with [INSTITUTION]'s commitment to a completely free and open discussion of ideas.

In a word, [INSTITUTION]'s fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the [INSTITUTION] community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the [INSTITUTION] community, not for [INSTITUTION] as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the [INSTITUTION] community to engage in such debate and deliberation in an effective and responsible manner is an essential part of [INSTITUTION]'s educational mission.

As a corollary to [INSTITUTION]'s commitment to protect and promote free expression, members of the [INSTITUTION] community must also act in conformity with the principle of free expression. Although members of the [INSTITUTION] community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, [INSTITUTION] has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

Source: https://www.thefire.org/get-involved/student-network/take-action/adopting-the-chicago-statement/

SBE Board

From: Rick Ubic <rickubic@boisestate.edu>
Sent: Friday, April 16, 2021 10:57 AM
To: SBE Board
Cc: Amy Vecchione
Subject: Re: Faculty Senate Updates: Academic Freedom

Regarding the discussion of student course evaluations on the agenda for the upcoming regular Board meeting on 21-22 April:

The fact that these surveys, which contain biases and other problems, don't actually measure teaching effectiveness is gaining traction in academia. Averages of categorical material are meaningless and misleading at the best of times, and especially so with a small self-selected subgroup of students who may be motivated by disgruntlement with the course or instructor. Students are not the right people to ask about the effectiveness of a course. They are not trained in pedagogy, yet we continue to rely on them as our experts.

Indeed, students are not the right people to ask about the *effectiveness* of a course (that's what *grades* are for, right?). Questions where students are expected to discuss or score statements like "Overall, the quality of this course was excellent" and "Overall, I think the instructor is excellent" (both of which are included in *our* evaluations) are coming under increasing criticism because the responses are frequently biased and unactionable — instructors don't glean ideas about how to improve their teaching. Some responses are even abusive. That type of question presents a vacuum to fill and encourages whatever biases students have, implicit or explicit. Evaluations could even make faculty afraid to switch to more innovative teaching methods because evidence shows that student ratings initially drop when instructors try new approaches. Some research-intensive universities ignore teaching altogether in evaluating faculty. I don't necessarily believe that is the right path for them and certainly not for Boise State, but if we want to measure how faculty *teach*, then the measure should correlate with student *learning*.

Studies have shown that student evaluations penalize women, underrepresented minorities, nonnative English speakers, and older and physically less attractive instructors; and the strongest correlation with high ratings is *expectations* - if students go in thinking they're getting a good grade, they give better evaluations. In 2009 the faculty union at Ryerson University in Toronto filed a grievance with the university over student evaluations being an unfair measure of teaching effectiveness. An arbitrator ruled in the faculty's favor, so student evaluations at Ryerson can no longer be used to assess teaching effectiveness for high-stakes decisions such as tenure and promotion. I think we'll be seeing more of that, and it would be nice if Boise State were keeping ahead of the curve in this respect.

See this article in Physics Today (Physics Today 73, 1, 24 (2020); https://doi.org/10.1063/PT.3.4386).

R.
--
Rick Ubic, *PhD, MInstP*
Professor | Micron School of Materials Science & Engineering (MSMSE)
Director | Boise State Center for Materials Characterization (BSCMC)
Fellow | American Ceramic Society (ACerS)
Editor-in-Chief | Materials Research Bulletin (MRB)

On Fri, 16 Apr 2021 at 09:40, College of Engineering Dean <coendean@boisestate.edu> wrote:

> Greetings all -

Happy Friday morning of Spring Break. I hope that some of you were able to get some rest. I did spend part of the week in Oregon, which was quite enjoyable.

First - you are welcome to share this email with constituents in your respective areas. I have three primary items to communicate.

I expect we are all somewhat aware of the many issues that have arisen in the news this week. As you know, we are working to develop a draft statement upholding academic freedom, to be shared on Tuesday with you all for consideration. I invite you all to share your concerns or comments with either myself or Interim Provost Roark.

The Idaho State Board of Education has announced a topic of discussion at their April meeting. We have been invited to provide official comment from the Senate. You are welcome to share your thoughts directly with me so that I may draft a final comment for the Board.

> https://boardofed.idaho.gov/resources/board-to-discuss-freedom-of-expression-at-april-meeting/

I would also like to add there are future considerations as well. It is my understanding is that there are other efforts underway to enhance communication around these issues.

Please get in touch with your comments and questions and I look forward to your compiled responses from your constituents.

Thank you, Amy

AMY VECCHIONE
Associate Professor and Unit Head of the Emerging Technologies and Experiential Learning Unit
Albertsons Library Boise State University

Phone: (208) 426-1625
Email: amyvecchione@boisestate.edu
Mail: 1910 University Drive, Boise, ID 83725-1030
Location: 1865 Cesar Chavez Drive, Boise, ID 83706
Web: https://works.bepress.com/amy_vecchione/ | https://www.boisestate.edu/library-makerlab/

Make a gift to Boise State today!

SBE Board

From: Scott Yenor <scott.yenor24@gmail.com>
Sent: Friday, April 16, 2021 6:02 AM
To: SBE Board
Subject: question
Attachments: Commission-and-Advisory-Council-on-Diversity-and-Inclusion-Report-July-10-20171.pdf

Boise State used a campus climate survey to justify their forays into building a social justice infrastructure. To justify hiring in this area. To justify curriculum changes in this area. This was in Summer 2017 (report is attached). Would the SBOE consider hiring an independent firm to re-do the climate survey that BSU conducted to see if the Diversity and Inclusion efforts have improved the campus climate? The report and its findings are attached to this email, since they have been removed from the BSU website.

What policies should be adopted if matters have indeed become worse in the past years? Perhaps undoing everything that has been done would be a start.

Yours,
SEY

Report of the

Commission and Advisory Council

on Diversity and Inclusion

July 2017

Signature Page

As of July 10, 2017 the following members of the Commission and Advisory Council on Diversity and Inclusion have added their name to the electronic signature page for this report.

Robin W. Allen
Tomás Joaquín Hulick Baiza
Catherine Bates
Harold Blackman
Gonzalo R. Bruce
Corey Cook
Alicia Garza
Sienna George
William L. Hughes
Csea Leonard
Donna Llewellyn
Scott E. Lowe
Jamie Lundergreen
Sherepta McLeod
Jay Nelson
Dora A. Ramirez
Elizabeth Ramsey
Arturo Rodriguez
Gabe Rosenvall
Francisco Salinas
Susan E. Shadle
Ramon Silva
Lori Sprague
Angela Taylor
Katie Thomas
Gayla Thomas-Dabney
Tammi Vacha-Haase
Chris VanderStouwe
Leslie Webb
Angeli Weller

Foreword

Important Terms

Four terms that come up in the work of this report are diversity, inclusion, inclusive excellence, and equity. For the purposes of this report we are using the following definitions.

- **Diversity** is the variety of intersecting identities that make individuals unique, including but not limited to race, ethnicity, sexual orientation, gender expression or identity, socioeconomic status, age, country of origin, veteran status, abilities, spirituality, religious beliefs, and political beliefs. Diversity recognizes the uniqueness of individuals, populations, groups and their perspectives and experiences.

- **Inclusivity** is the conscious and deliberate decision to continuously work towards the creation of an accepting and nurturing campus climate where similarities and differences are respected, supported, and valued by ensuring the active participation of the entire campus community.

- **Inclusive Excellence** is an aspirational standard of excellence for Boise State University. It is achieved through a self-reflective and uncompromised commitment to the practice of inclusivity, which seeks to break free from implicit and limiting biases that reify exclusionary practices. It intentionally works to replace dominant cultural norms with a welcoming community that engages all of its diversity in the service of student and organizational learning.[1]

- **Equity** is the practice of providing support systems, resources, and opportunities to individuals based on what each person needs to thrive and be successful. It is to be distinguished from equality, which is the practice of providing the same resources and opportunities to everyone. Equity may be usefully thought of as a necessary strategy of the process which is meant to result in equality. Equality is giving everyone the same pair of size 10 shoes; equity is helping people find the shoes that fit them best.

Contents

Introduction 2
1. Leading with Inclusion and Diversity 5
2. Fostering a Sense of Belonging and Being Valued 7
3. Increasing the Diversity of our Community 12
4. Achieving an Inclusive Instructional Climate 15
5. Supporting our Campus Community 18
6. Communicating Effectively 21
Conclusions: Committing to Action and Accountability 23
Appendices 26

Introduction

The establishment of the Commission and Advisory Council on Diversity and Inclusion by the university is a critical first step to begin the process of substantially impacting diversity and inclusion on the campus of Boise State University. In support of this bold leadership, the Commission and Advisory Council surveyed the campus community, met with a variety of stakeholders, and reviewed university data and past reports. This initial work has revealed a need, a desire, and an urgency to move forward with this process.

We recommend that Boise State begin the process of building a comprehensive institution-wide strategic plan for diversity and inclusion, specifically addressing the challenges and opportunities presented in this report. The imperative to envision a new level of excellence was made clear to us. This is reflected in the responses of those who chose to participate in the various data collection efforts we undertook (contained herein), as well as through the previous campus efforts that have come before. In this initial report, we have identified six thematic areas in which future action can be focused and can form a basis for the strategic plan. The areas are:

1. Leading with Inclusion and Diversity
2. Fostering a Sense of Belonging and Being Valued
3. Increasing the Diversity of our Community
4. Achieving an Inclusive Instructional Climate
5. Supporting Our Campus Community
6. Communicating Effectively

In each of these we examine the defining themes in terms of challenges and opportunities, share key voices and/or data, and identify future directions. The overall structure emphasizes not only the top-down potential for addressing these issues, but also the concentric and intersecting levels at which there is opportunity for action. The primary purpose of this report is to paint a picture of the environment as it exists now at Boise State. We fully acknowledge that our work is just beginning, and we expect to continue our work and to provide more specific recommendations in a later report. This report frames our future work to step up and reimagine, and to redouble our efforts to chart progress towards the still compelling, yet unrealized, dream that Dr. Martin Luther King articulated for a nation on August 28th, 1963.

Basis for Acting Now

Promoting equity and inclusivity in higher education is not only the right thing to do; it is also a strategically wise thing to do. While we should build on the good work we already do, we should draw on a new value that will come from leveraging the full engagement of human diversity. As we move forward, fostering inclusion and diversity must be recognized as being at the heart of our institutional viability and vitality, a core value of the academic mission, and a priority of the institution. We must enact what we envision and pursue ongoing institutional transformation through specific and tangible actions.

"*Boise State University is actively committed to diversity and inclusivity, a stance in alignment with our Statement of Shared Values. We recognize that our success is dependent on how well we value, engage, include, and utilize the rich diversity of our faculty, staff, students, and alumni. We believe that prejudice, oppression, and discrimination are detrimental to human dignity, and that a vibrant and diverse campus community enhances the learning environment of the populations that we serve. We are fully committed to treating all stakeholders with dignity and respect, and to working collectively on an ongoing basis to build and maintain a community that understands, celebrates, and values diversity, and expects and fosters inclusivity at all levels.*" - Boise State University's Statement of Diversity and Inclusivity, Feb 2017

With our institutional statement in mind, we would like to emphasize the urgency of this endeavor. As such, we frame our discussion through the lens of why *now* is the time for this bold leadership.

- **Our on-campus community cannot wait**
  When we say "*Our success is dependent on how well we value, engage, include, and utilize the rich diversity of our faculty, staff, students, and alumni*", we acknowledge that the relative lack of diversity on-campus complicates our path towards fully realizing our aspirations for Inclusive Excellence. Success at every level and among each population must be envisioned, enacted, and evaluated, paying special attention to the segments of our population that historically have been underrepresented and underserved.[2] These populations include low-income, first-generation; people of color; DACA (Deferred Action for Childhood Arrival) eligible people; women; including women in the sciences, technology, engineering, and math (STEM) fields; veterans; persons with disabilities; adult learners, including those with dependent-care responsibilities; populations across the range of sexual orientations, gender-identities and/or gender-expressions[3]; populations recently immigrated to the United States; and people from all corners of the international sphere.[4] Each of these populations play a crucial role in contributing to enriching and broadening the working and learning environment at this university. Every day that we wait is a day that these populations continue to be under-served and we do not realize the full benefit of this rich potential.
- **Our off-campus community cannot wait**
  As we are **"***actively committed to diversity and inclusivity*" we intentionally identify ourselves as a role model. Our proactive work can model for both the Treasure Valley and the State of Idaho ways to build productive workplaces and communities that celebrate, leverage and create opportunities out of the strengths that come from human diversity. Our students, our faculty, our staff and the communities we interact with will surely benefit from our work. Demographic trends are such that both nationally and in Idaho, populations will become more racially and ethnically diverse.[5] Providing regional leadership is especially important given our growing refugee population and continued challenges in gaining legal recognition for all people (as evidenced by the several year-long continuing state campaign to add the words "gender identity" and "sexual orientation" to Idaho human rights code).[6] Lack of action can be viewed as consent, as we witness oppressive or hate related events in our community and amongst our institutional peers. We have an important opportunity to build a legacy that will have an important impact for our entire region. Every day we wait is a day that we model for others that we do not live up to our stated ideals.
- **Standing up to oppression cannot wait**
  If "*prejudice, oppression, and discrimination are detrimental to human dignity,*" the time to stand up and address these identified ills is now. The proliferation of recorded incidents between law enforcement and communities of color across the nation have become almost ubiquitous and play an important role in defining public consciousness about historically unresolved issues of racial tension and institutional bias. Higher education has a uniquely authoritative role in defining public consciousness. The Boise State University campus has also witnessed growing expressions from students and others about the need for greater attention to issues in our climate from the reaction to the Afro-Black Student Alliance's vandalized homecoming float to the recent student-led creation of the Inclusive Excellence Student Council. We must move from a reactive mode to leading with vision and intentionality. Every day that we wait is a day that we allow the roots of oppression to deepen and acts of discrimination to lay claim over unrealized potential. Every day that we wait is a day in which we choose to allow these populations to remain vulnerable and at unacceptable risk.
- **Defining our institutional path cannot wait**
  When we say "*We are fully committed to treating all stakeholders with dignity and respect, and to working collectively on an ongoing basis to build and maintain a community that understands,*

celebrates, and values diversity, and expects and fosters inclusivity at all levels" we are not only adhering to a vision of integrity and action, but adapting to evolving market relevance. According to research done by the Institute for the Future 2020, cross-cultural competency has become and will continue to be a core proficiency.[7] Institutions of higher education, Boise State included, have an obligation to attend to the full education of our students and their impact on their respective communities.[8] Student demographics are changing faster than faculty, staff and administrator, and community demographics.[9] As this gap increases, so does our personal, cultural, and structural blind-spot as an institution. This reality becomes even more pronounced as we stake out our aspiration as a nationally recognized presence, competing for students from states with vastly different demographic influences and less impacted by such blind spots. We have an opportunity to proactively prepare Boise State University to hire and provide professional development to a more diverse faculty and staff who are well prepared to welcome and educate diverse students and to meet the educational needs of students across lines of difference. Every day that we wait is a day in which our competitors and peer institutions work to surpass us.

1. Leading with Inclusion and Diversity

Challenges and Opportunities

Dr. King left us with four leadership lessons: (1) you must commit to your cause, (2) your dream will only become a reality with deliberate communication and action, (3) upending the status quo is necessary for real change to happen, and (4) every decision you make *must* reflect your mission, vision, and strategic plans.[10,11,12,13]

Commit to the cause: The convening of the Commission and Advisory Council on Diversity and Inclusion is an important step towards inclusive excellence at Boise State. However, in the absence of intentional leadership, concrete investments, and real accountability, our institutional statement (see Introduction) is nothing more than a dream.

Deliberate communication and action: Who is leading, what they say, and what they do, reflect the depth of our commitment to moving toward our vision for a truly inclusive university. The outcomes of our institutional decision-making mirror the composition of our institutional leadership today. This has had long-term effects on how we recruit, train, and retain faculty, staff, and students, as well as who feels like they belong on our urban campus. Similar to the Center for Urban Education at the University of Southern California, we invite our leadership team to model equity-mindedness – *"a demonstrated awareness of and willingness to address equity issues among institutional leaders and staff."*[14] Indeed, the future of Boise State needs intentional leadership to better understand and hence address inclusion, diversity, and equity challenges on and off campus.

Upending the status quo: Reaching our vision is not an easy task. It will require difficult decisions and changes to the way we do business. We need courageous leadership that will help us change *intentionally* and become stronger as a result of this mission-critical work.

Our mission, vision, and strategic plans: Our mission, vision, and strategic plans, below, outline great things for us as an institution:

> According to our mission statement, *"Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment."*
>
> According to our vision statement, *"Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment."*
>
> In formulating our strategic plan, *"Boise State University embraces the following attributes: spirited optimism, transformative thinking, principled action, and responsible risk taking."*

While these statements accurately summarize who we are and who we are becoming, they lack the institutional commitment to become a leader of diversity, inclusion, and equity in Idaho and beyond. As a consequence, there are no performance metrics specific to inclusive excellence at Boise State. Based on how we measure, reward, incentivize, and invest in people and processes, we reinforce only traditional metrics of success. While we should fully celebrate our successes, we must also broaden our definition of success, the ways we measure

success, and the ways we support success to foster inclusive excellence.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

- Only 20% of students felt executive level administration communicate very effectively to the campus regarding issues of diversity and inclusion. Students expressed, "*frustration with ambiguous statements toward building a more inclusive campus*," and over what they perceive as "*little follow through from the university*."
- "Some examples of actions or behaviors that result in feeling included as a member of the BSU community would be a stronger executive stance on diversity that speak toward the current violence within lived realities of non-white students, faculty, and staff and BSU community members with identities of a different marginalized nature." – student respondent

Future Directions

Future recommendations for our leadership are likely to fall into the following general areas:

- Commit to inclusion and diversity as a moral and strategic imperative.
- Create an infrastructure with executive leadership, and with the appropriate resources (personnel, funds, and support), incentives, and accountability related to diversity and inclusion.
- Deliberately communicate and take specific actions in support of diversity and inclusion.
- Challenge the status quo via courageous leadership.
- Update the mission, vision, and strategic plans at Boise State to include inclusion and diversity.
- Model greater diversity and inclusion among our executive leadership team.
- Establish institutional performance metrics related to inclusion and diversity.
- Ensure that the budget directly reflects the campus commitment to diversity and inclusivity.
- Adopt a framework to support institutional change for diversity and inclusion such as the AAC&U.
- Look to our peers for emerging leadership practices related to diversity and inclusion.
- Explore partnerships with the private sector related to diversity and inclusion.

2. Fostering a Sense of Belonging and Being Valued

Challenges and Opportunities

At the heart of being part of a community is a sense that one belongs, and that one is respected and valued both by one's peers and those who serve in positions of leadership. Data from recent surveys indicate that there are members of our university community who do not feel like they belong. Further, there is strong evidence that there is room for improvement in leadership (at all levels) to help ensure all members of our community feel valued.

Additionally, beyond Boise State University, it is also important that our campus stakeholders feel a sense of belonging and inclusion in the wider Boise community. As such, the relationship between the university and the Boise community with regard to diversity, inclusion, and belonging is also an important area of focus and collaboration. At present, a minority of students, and faculty stated that they 'very much' belong in Boise, signaling that this is an area for improvement, too.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

Overall, the majority of the campus community indicates a sense of belonging at Boise State. Notably, students are more likely to express lower levels of belonging generally. Those students identifying on the survey as other than White, other than male, and other than heterosexual are significantly less likely to articulate high levels of belonging. Similarly, those staff identifying at other than White, other than male, or with accommodations are significantly less likely to articulate high levels of belonging. Among faculty, those identifying as other than male were similarly less likely to do so.

To what extent do you feel you belong at Boise State University?

	Students	Faculty	Staff	Administration
Very Much/Mostly	**68.9%**	**76.1%**	**80.9%**	**78.9%**
Very much	34.8%	39.1%	46.2%	52.6%
Mostly	34.1%	37.0%	34.7%	26.3%
Somewhat/Not at All	**28.1%**	**22.1%**	**17.2%**	**21.1%**
Somewhat	24.8%	19.6%	16.1%	15.8%
Not at all	3.3%	2.5%	1.1%	5.3%
Other	**3.0%**	**1.8%**	**2.0%**	**0.0%**
I don't know	2.6%	1.4%	1.8%	0.0%
I prefer not to answer	0.4%	0.4%	0.2%	0.0%
Number	939	276	571	38

Survey respondents also generally expressed a feeling of being valued. Again, students were least likely to express high levels of being valued, with more than 8 percent feeling "not at all" valued. There were no discernably significant demographic differences in the responses

To what extent do you feel valued in your department/unit/major?

	Students	Faculty	Staff	Administration
Very Much/Mostly	**57.2%**	**69.6%**	**77.9%**	**78.9%**
Very much	27.3%	38.4%	45.7%	50.0%
Mostly	29.9%	31.2%	32.2%	28.9%
Somewhat/Not at All	**37.3%**	**29.0%**	**21.8%**	**18.4%**
Somewhat	28.9%	23.2%	18.6%	15.8%
Not at all	8.4%	5.8%	3.2%	2.6%
Other	**35.2%**	**1.4%**	**0.4%**	**2.6%**
I don't know	5.2%	1.4%	0.4%	2.6%
I prefer not to answer	30.0%	0.0%	0.0%	0.0%
Number	939	276	571	38

A majority of respondents indicated that they “very much” or “mostly” that they belong in the wider Boise community. While administrators were the most likely to express “very much” belonging, students again expressed the lowest levels of belonging. Students self-identifying as other than male were significantly more likely to express lower levels of belonging in the community.

To what extent do you feel you belong in the wider Boise community?

	Students	Faculty	Staff	Administration
Very Much/Mostly	**58.0%**	**67.4%**	**68.1%**	**74.2%**
Very much	25.5%	34.1%	31.3%	54.8%
Mostly	32.5%	33.3%	36.8%	19.4%
Somewhat/Not at All	**37.7%**	**31.3%**	**29.4%**	**25.8%**
Somewhat	30.7%	28.0%	25.9%	25.8%
Not at all	7.0%	3.3%	3.5%	0.0%
Other	**4.4%**	**1.4%**	**42.1%**	**0.0%**
I don't know	4.2%	1.4%	2.1%	0.0%
I prefer not to answer	0.2%	0.0%	40.0%	0.0%
Number	939	276	571	38

The vast majority of respondents expressed that they “very much” or “mostly” feel respected by peers. More than half of students and staff indicated that they “very much” feel this respect. Few respondents indicated that they feel no respect from peers. However, those students identifying as other than heterosexual and those requiring accommodations were more likely to articulate lower levels of respect. Similarly, staff requiring accommodations and classified staff (as distinct from professional staff) were more likely to voice lower levels of respect from peers.

Similarly, a large majority of respondents expressed that they “very much” or “mostly” feel respected by supervisors or faculty. More than half of students and staff indicated that they “very much” feel this respect. Non male faculty (those who identified with any gender identity other than male) were significantly more likely to articulate lower levels of respect from supervisors.

To what extent do you feel you are treated with respect by your peers?

	Students	Faculty	Staff	Administration
Very Much/Mostly	**88.2%**	**83.7%**	**88.7%**	**89.5%**
Very much	52.1%	44.9%	52.4%	47.4%
Mostly	36.1%	38.8%	36.3%	42.1%
Somewhat/Not at All	**10.3%**	**14.5%**	**10.9%**	**10.6%**
Somewhat	9.0%	12.7%	9.5%	5.3%
Not at all	1.3%	1.8%	1.4%	5.3%
Other	**91.3%**	**1.8%**	**50.0%**	**0.0%**
I don't know	1.3%	1.4%	50.0%	0.0%
I prefer not to answer	90.0%	0.4%	0.0%	0.0%
Number	939	276	571	38

To what extent do you feel you are treated with respect by your supervisors/faculty?

	Students	Faculty	Staff	Administration
Very Much/Mostly	**86.4%**	**80.1%**	**85.6%**	**84.2%**
Very much	54.3%	46.4%	59.9%	57.9%
Mostly	32.1%	33.7%	25.7%	26.3%
Somewhat/Not at All	**12.6%**	**17.4%**	**14.0%**	**15.8%**
Somewhat	11.2%	13.4%	11.2%	13.2%
Not at all	1.4%	4.0%	2.8%	2.6%
Other	**1.1%**	**2.6%**	**0.4%**	**0.0%**
I don't know	0.9%	0.4%	0.4%	0.0%
I prefer not to answer	0.2%	2.2%	0.0%	0.0%
Number	939	276	571	38

Staff respondents were relatively lukewarm of the question of whether they feel listened to in meetings. Only 26.1% expressed “very much” feeling this way, while sizeable numbers say they “mostly” (40.1%) or “somewhat” (26.4%) feel listened to. Those identifying as other than male were more likely to voice lower levels of feeling listened to. Among administrators, half say that they “very much” feel listened to while 28.9% say they do “not at all” feel listened to in meetings.

To what extent do you feel listened to and heard when you speak up in meetings?

	Staff	Administration
Very Much/Mostly	**66.2%**	**55.3%**
Very much	26.1%	50.0%
Mostly	40.1%	5.3%
Somewhat/Not at All	**31.8%**	**44.7%**
Somewhat	26.4%	15.8%
Not at all	5.4%	28.9%
Other	**2.0%**	**0.0%**
I don't know	1.8%	0.0%
I prefer not to answer	0.2%	0.0%
Number	571	38

According to the ASBSU 2016 Student Survey, only 29% of students feel they have found their community at Boise State, with a few comments referencing the university as a commuter campus, and the impact of jobs and other responsibilities. Additionally, while graduate students as a whole felt faculty were respectful of diverse backgrounds, identities, and perspectives, 6% of the respondents indicated they had experienced discrimination within the past year but only three of these students made an official report. Reasons for not reporting by the remaining 35 students included concerns about retaliation or negative consequences, being unaware of how or where to report such an incident, and believing that no action would be taken.

Boise State Campus Community

- "It takes aggressive acts of bravery and grace," to get involved on campus. "It takes effortful calculations to navigate my classrooms and the campus in general." – student respondent
- "I wish I could experience college like the majority of white students." – student respondent
- "I think it's really important that people know the difference between diversity and inclusivity. It's possible to be very inclusive but not very diverse and it's also possible to be very diverse and not very inclusive. I think Boise State needs to focus on both aspects." – faculty respondent
- "When I have candid conversations with faculty, staff, and students at the university, those who often express that they feel LEAST welcomed and valued are often those who have economic, moral, political, and theological points of view that are different from the dominant [liberal] views on campus." – faculty respondent

Wider Boise Community

- "Downtown, Hyde Park, and University feel somewhat safe for LGBT, rest not" – faculty respondent
- "It is easy for people of color to lose themselves here. Also, microaggressions are abundant." – faculty respondent

Future Directions

Future recommendations are likely to fall into the following general areas:

- Work with leaders at all levels of the university to ensure a diverse set of faculty and staff are invited and involved in university, college, department, and programmatic initiatives as common practice.
- Ensure that the work of community building is not just the work of the faculty, staff, and students from underrepresented groups.
- Identify intentional means for people to share how difference impacts them and why that matters on our campus and in the wider Boise community.
- Engage the wider Boise community including alumni (with an intentional effort to include underrepresented groups), the business community that is hiring Boise State students as well as partners of faculty, staff, and students, and other community organizations in Boise, including minority affinity groups, to build bridges that support and catalyze feelings of inclusion and belonging for our campus stakeholders.
- Refer to the Communication section about publicly addressing the value that the different members of our community bring to the university.
- Provide training and engagement around key aspects of diversity, inclusion, and belonging for faculty, staff, students, and the wider Boise community (e.g. implicit bias training, etc.).
- Create opportunities for Boise State stakeholders to experience exceptional people from all backgrounds (e.g. lecturers, professors of the practice, staff, etc.).

3. Increasing the Diversity of our Community

Challenges and Opportunities

Research and experience indicate that retention is negatively impacted when underrepresented groups (faculty, staff, and students) lack support and feel unwelcome and/or excluded within the campus environment and larger community. Recruiting and retention efforts currently do not address cultural barriers for our diverse campus community, including faculty, staff, and students--an essential step to enhancing diversity on our campus.

Faculty and staff from underrepresented groups are not well represented at the university. The university's underrepresentation of staff, faculty, and administration diversity stems, in part, from a lack of cultural competency, cultural awareness, and consistent and intentional recruitment and hiring practices. In review of the affirmative action plan[15] (workforce totals listed in this section below), and from focus groups held on campus, it is clear both that the percentages for minority populations are well below workforce availability statistics, and that there is also a sense of unequal pay and treatment related to gender and ethnicity.

Our student body also lacks in diversity as shown in the IPEDS ethnicity data below. While Idaho has seen a dramatic increase in our Latino/a population, minority students reported experiencing institutional barriers that affect retention and their overall student success. Further, when current students from underrepresented populations lack a sense of belonging and value, it creates a challenge to improve recruitment and retention efforts.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

- According to the 2017 Affirmative Action Plan for Boise State University, overall workforce (faculty/staff) total as of 1/17/2017 reflects 2,447 employees. **Women and Minority (faculty and staff): Women population:** 1,367(56%). **Minority population:** 308(12.6%). **Minority groups: Black/African American:**21(1%); **Hispanics:**150(6%); **Asians:**115(5%); **Pacific Islander/Native Hawaiian:**6(0%); **American Indian/Nat AK:**17(1%); **Two or more races:**9(0%).

- **Representation of faculty based on gender, race, and rank is as follows:**

Faculty Information:	**Race Total**	**Race % Total**	**Male Total %**	**Female Total %**	**Tenure Total %**	**Non-Tenure on Track Total %**
American Indian/Alaska Native	4	0.51%	0.26%	0.26%	0.38%	0.00%
Asian	60	7.69%	4.87%	2.82%	3.08%	2.69%
Black/African American	3	0.38%	0.26%	0.13%	0.26%	0.00%
Hispanics of any race	25	3.21%	1.15%	2.05%	1.54%	0.64%
Native Hawaiian/Other Pacific Islander	1	0.13%	0.13%	0.00%	0.00%	0.00%
Two or more races	5	0.64%	0.51%	0.13%	0.26%	0.26%
White	682	87.44%	44.87%	42.56%	43.97%	17.69%
Total	**780**	**100.00%**	**52.05%**	**47.95%**	**49.49%**	**21.28%**

- **Representation of professional and classified staff based on gender and race:**

Staff Information:	Race Total	Classified Race Total %	Professional Race Total %	Classified Male Total %	Classified Female Total %	Professional Male Total %	Professional Female Total %
American Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	76	15.60%	5.57%	6.41%	9.19%	3.06%	2.51%
Black/African American	31	5.01%	3.62%	3.62%	1.39%	2.51%	1.11%
Hispanics of any race	198	46.24%	8.91%	18.94%	27.30%	3.34%	5.57%
Native Hawaiian/Other Pacific Islander	7	1.95%	0.00%	0.56%	1.39%	0.00%	0.00%
Two or more races	47	11.42%	1.67%	4.74%	6.69%	0.84%	0.84%
White	1691	26.73%	55.76%	10.49%	16.24%	22.98%	32.78%
Total	**2050**	**40.78%**	**59.22%**	**16.49%**	**24.29%**	**24.68%**	**34.54%**

- **Representation of students based on (IPEDS) ethnicity:**

Fall 2016 Degree-seeking Undergraduate Students by IPEDS Ethnicity

IPEDS Ethnicity	Students	% of Total
Nonresident Alien	634	4%
Hispanics of any race	1,917	12%
American Indian/Alaska Native	76	0%
Asian	337	2%
Black/African American	276	2%
Native Hawaiian/Other Pacific Islander	68	0%
White	11,805	74%
Two or more races	706	4%
Race and Ethnicity unknown	234	1%
TOTAL	**16,053**	**100%**

- Many faculty and staff respondents to our survey stated that in the past, there has been a "lack of training for search committees; consistent and mandated processes" in accordance with Affirmative Action and Human Resources guidelines. Minority faculty stated that the "tenure and promotion processes are not consistent and do not support them succeeding here at Boise State University." There is a **"**lack of professional mentorship and development opportunities and a connection to groups" for underrepresented faculty and staff internal to campus.
- Faculty recommend we "hire more diverse faculty."
- Student participants also indicated on the survey that the university should, "Make more of a commitment to hire diverse faculty and staff."

- Students would like to see "better outreach to minority communities so that our student body is more diverse."
- Open-ended responses from minority students indicated students do not always feel their presence is valued on campus or in the classroom.
- "Make sure students that identify as part of a diverse population know their presences are acknowledged, valued, and important, by demonstrating it verbally and visually." – student respondent

Future Directions

Future recommendations are likely to fall into the following general areas:

Actively address the recruitment and retention of diverse faculty and staff

- Ensure robust recruitment and retention plans are in place
- Support departments and programs to effectively implement plans
- Develop a culture that values and empowers employees to support diversity and inclusion efforts
- Provide training for all departments about how to be intentional about increasing diversity and inclusion

Actively address the recruitment and retention of diverse students

- Ensure existing strategic enrollment and recruitment plans work intentionally to build diversity
- Promote a clearer path of access for students from underserved populations.
- Create marketing materials and communication that validates the diverse student identities and experiences.
- Invest in need based aid to increase access and support persistence and retention.

4. Achieving an Inclusive Instructional Climate

Challenges and Opportunities

For many of our students, their primary connection to the university is through the courses in which they are enrolled, making attention to the instructional climate an important area for attention. Further, both students and faculty identify gaps and challenges associated with diversity and inclusion. These include: (a) challenges with interactions in and out of class (for both faculty and students), (b) gaps in the curriculum, and (c) the need for course and schedule design to be informed by diverse student needs. Proactive work with both faculty and students has the potential to improve the learning environment in disciplines across the university, as well as to improve retention and student success, especially for those most at risk of not completing a college degree.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

A majority of student (52.2%) say they feel "extremely safe" expressing ideas, thoughts, or questions in class, and an additional 41.3% say they feel "somewhat safe." Those students identifying as other than White, other than male, and other than heterosexual are less likely to express feeling safe in class.

Overall, how safe have you felt in your classes expressing your ideas/thoughts/questions?	
	Students
Extremely Safe	**52.2%**
Somewhat Safe	**41.3%**
Not at all safe	**4.7%**
Other	**1.8%**
I don't know	1.5%
I prefer not to answer	0.3%
Number	939

While only a small minority of faculty report that they feel "not at all" prepared to engage with diverse student populations, the majority of respondents, (52.0%) say they are only "somewhat prepared" to do so as indicated in the table below.

How prepared do you feel to understand and engage effectively with students?	Faculty
Extremely Prepared	**46.0%**
Somewhat Prepared	**51.8%**
Not at all Prepared	**0.7%**
Other	**1.4%**
I don't know	0.7%
I prefer not to answer	0.7%
Number	276

A smaller proportion of faculty respondents, only 30.4% say they feel “extremely prepared” to handle “spark moments” in class. A small, but not insignificant percentage of faculty (7.2%), report that they are “not at all prepared” to handle these difficult situations.

How prepared do you feel to handle "spark moments" or issues that arise when controversial material is addressed in class?	Faculty
Extremely Prepared	**30.4%**
Somewhat Prepared	**55.1%**
Not at all Prepared	**7.2%**
Other	**7.3%**
I don't know	6.2%
I prefer not to answer	1.1%
Number	276

- *"The culture here can be rough at times...a large percentage of my students just don't want to believe that discrimination exists in any meaningful way in the modern U.S."* – faculty respondent
- *"This is an area in which I need more training. I am always afraid of offending students from other backgrounds with my comments--well-meaning though they may be."* – faculty respondent
- *"Being a minority in a smaller class where I feel the instructor isn't fostering an environment conducive to the acceptance of diversity really holds me back from participating."* – student respondent
- *"A lot of professors are ignorant on creating an inclusive academic experience. In a class where I experienced a couple of microaggressions and a lack of acknowledgement towards Black or women poets, the instructor at the end of the class said he was unaware that he had created a biased course plan."* – student respondent
- From the December 2016 Graduate Student Climate Survey:
    - "Women are substantially more likely (70% to 65%) to disagree or strongly disagree with the statement that "Many courses were not offered at a good time for me."
    - In addition, women are substantially more likely (33.9% to 25.3%) to disagree or strongly disagree with the statement that: "Many opportunities existed outside of class for interactions between students and faculty."
    - Finally, women are substantially more likely (33.9% to 25.3%) to agree or strongly agree (79.8% to 75.1%) with the statement that: "Interactions and discussions with my peers were a major source of motivation and support."

Future Directions

Future recommendations are likely to fall into the following general areas:

- Provide support for faculty to improve their skills to facilitate difficult dialogues and effectively incorporate diverse student views.
- Establish mechanisms by which faculty and students who encounter resistance or hostile micro-aggressions (intentional or unintentional) from students can seek advice, support, or confidential counsel.
- Involve faculty in proactive mentoring of underrepresented/first generation students within departments
- Consider opportunities to expand or highlight curriculum focused on diversity and inclusion
- Enhance faculty development for course design so that courses better serve a diversity of students, are focused on inclusive pedagogy and utilize inclusive course materials

5. Supporting our Campus Community

Challenges and Opportunities

While the university offers many services related to inclusion and belonging, these services are not always well-coordinated or advertised. We have an opportunity to create a more coherent marketing plan for the various offices and services with the goal of increasing knowledge of available services. There is also a sense among some students that the various Centers in the SUB are only applicable to the minority or subpopulation labeled by the name of the Center. This highlights an opportunity for more cross-group conversations, activities, and events for majority/dominant students to get more involved. Further, there is room to improve the support provided for marginalized and/or minority populations amongst students, faculty, and staff.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

Relatively few staff and administrators report feeling "not at all prepared" to engage effectively with students and colleagues from diverse backgrounds. But only 40.5% of staff and 31.6% of administrators state that they feel "extremely prepared" to do so.

How prepared do you feel to serve and engage effectively with students and colleagues from diverse backgrounds?

	Staff	Administration
Extremely Prepared	**40.5%**	**31.6%**
Somewhat Prepared	**54.8%**	**63.2%**
Not at all Prepared	**2.8%**	**2.6%**
Other	**1.9%**	**2.6%**
I don't know	1.4%	2.6%
I prefer not to answer	0.5%	0.0%
Number	571	38

The vast majority of students, faculty, staff, and administrators indicate that they sense they receive comparable service on campus as their peers. Among staff, those with accommodations are significantly more likely to say that they receive "less attention" or "poorer service." Among students, those identifying as other than heterosexual and those reporting accommodations are likely to voice this feeling of receiving worse services or attention.

Do you feel that you receive the same level of service as your peers when you access various campus services (for example the dining hall, the bookstore, financial aid, the registrar, the Zone,

the library, etc.)?

	Students	Faculty	Staff	Administration
No - I feel like I receive less attention/poorer service	**7.5%**	**4.0%**	**4.9%**	**7.9%**
Yes - I have a sense that I am being treated the same	**76.1%**	**77.2%**	**76.2%**	**57.9%**
No - I feel like I receive more attention/better service	**3.5%**	**2.5%**	**5.1%**	**13.2%**
Other	**12.9%**	**16.3%**	**13.9%**	**21.0%**
I don't know	11.7%	14.5%	13.0%	18.4%
I prefer not to answer	1.2%	1.8%	0.(5	2.6%
Number	939	276	571	38

- **Lack of awareness of services**: There were comments from students that clearly indicated a lack of awareness of certain available services, such as mental health services and support for students with disabilities.
  - *"There should be a central location for students to receive services."* – student respondent
  - "*There needs to be better education about how to use campus services from the zone to PeopleSoft… for students who in their second year still have not developed those relationships there is no one to improve their knowledge above what they get at orientation if anything. There should be a visible place that is constantly streaming low barrier access to education and information on services that benefit all groups.*" – student respondent
- **Services for nontraditional students**: Many nontraditional and graduate students would like to see more services or events for students with children. These students were also more likely to cite the SUB as being a non-welcoming building and to see it as catering only to the traditionally aged undergraduate students. Students who work full-time also wrote about the challenges of offices/buildings being closed before they can get off work to come to campus.
  - *"I wish Boise State treated their graduate students with more value. I feel (and I know it predominately [serves] undergraduate students) that graduates just float around and don't really belong to BSU--we don't have as much targeted for graduate audiences."* – student respondent
  - *"I would like to see a program for older and/or part time students. Something that would put a human face on the overall process of being a student."* – student respondent
  - *"More assistance for older students transitioning into going back to school.* – student respondent
- **Support for faculty**: Faculty commented that they would like to see support systems for them to partner with when they are working with underrepresented and underserved students on academic issues.

- **Support for non-native English speakers**: It was noted in the 2017 International Student Climate survey that there was not enough support for non-native English speakers.

Future Directions

Future recommendations are likely to fall into the following general areas:

- Investigate where the service and resource gaps are, especially for underrepresented students and students who are not being retained (e.g., Idaho residents, junior status, low income, first generation).
- Establish a clearer understanding of the barriers to student engagement and success for nontraditional and graduate students, including campus-to-career barriers.
- Coordinate communication and increase visibility of existing support services and resources.
- Explore service locations and evaluate potential functional area moves to address and increase access.
- Ensure faculty and staff are aware of the services and resources that are available to students, and faculty and staff.

6. Communicating Effectively

Challenges and Opportunities

Faculty, staff, and students note communication around issues of diversity and inclusion as a specific area for improvement, and it arose in many of the open-ended questions throughout the survey. The tone and content of both formal and informal communication has the ability to express value and respect, and to increase one's sense of belonging to a community. Rhetoric, both that in response to events, and that which seeks to proactively shape the institution, has the potential to move the institution forward. Our institutional communication has missed this opportunity. Moving forward, thoughtful and consistent messaging from every sector of the university will help shift campus culture.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

Generally speaking, members of the campus community voiced less than enthusiastic responses about the degree to which the executive level and college and department level administrators communicate about issues of diversity and inclusion. In each case, a plurality or a majority say that administrators are "somewhat" effective in their communications while a sizeable minority say they are "not at all" effectively. Interesting, a substantial number (and nearly a quarter of student respondents) don't know about whether or not administrators communicate effectively. In most of the columns below, respondents other than male and other than heterosexual are more likely to view executive, college, and departmental administrators as less effective communicators.

To what extent do you feel that the Boise State University college and department level administration communicate effectively to the campus regarding issues of diversity and inclusion?

	Students	Faculty	Staff	Administration
Very Effectively	**19.8%**	**22.8%**	**18.0%**	**13.2%**
Somewhat Effectively	**41.5%**	**43.8%**	**45.5%**	**50.0%**
Not at all Effectively	**15.7%**	**19.6%**	**12.4%**	**23.7%**
Other	**23.1%**	**13.8%**	**24.0%**	**13.2%**
I don't know	22.2%	12.7%	23.3%	13.2%
I prefer not to answer	0.9%	1.1%	0.7%	0.0%
Number	939	276	571	38

To what extent do you feel that the Boise State University executive level administration communicate effectively to the campus regarding issues of diversity and inclusion?

	Students	Faculty	Staff	Administration
Very Effectively	**20.2%**	**18.8%**	**25.6%**	**7.9%**
Somewhat Effectively	**41.6%**	**48.9%**	**52.0%**	**60.5%**
Not at all Effectively	**15.8%**	**18.8%**	**11.7%**	**23.7%**
Other	**22.4%**	**13.4%**	**10.7%**	**7.9%**
I don't know	21.4%	12.3%	10.2%	7.9%
I prefer not to answer	1.0%	1.1%	0.5%	0.0%
Number	939	276	571	38

- "When something overtly non-inclusive happens (like those white supremacy fliers), a swift, unambiguous response is one step towards making things more inclusive" - faculty respondent
- "Explicitly acknowledg(e) that our climate is not inclusive, and work...to address that." – faculty respondent
- "Have Dean of Students address real issues and concerns for those students affected by President Trump's actions." – student respondent
- `" Actually talk about diversity and inclusion, I have been here for three years and this is the first time I have really been contacted in any form about it." – student respondent
- "I rarely hear from my college dean, I only hear from my advisor when I contact first, I never heard from ASBSU President/ Vice President" – student respondent
- "Take a stand. An actual stand. Make a statement, be clear, stand up for students, stop being worried about reputation / the capitol. YOU ARE ONLY HERE BECAUSE OF THE STUDENTS; they are your priority." – student respondent

Future Directions

Future recommendations are likely to fall into the following general areas:

- Create a strategic communication plan emphasizing the importance of diversity and inclusion (at all administrative levels) and that embodies the commitment that has been made to creating and supporting a diverse and inclusive community.
- Commit to being frank about the challenges we face with respect to diversity and inclusion; identify strategies for communicating with heart.
- Provide professional development across the university to help people develop confidence in using effective communication strategies with respect to diversity and inclusion.
- Create a culture of communication that supports and engages inclusivity and diversity.
- Adopt patterns of regular communication that celebrate diversity and inclusion

Conclusions: Committing to Action and Accountability

"*A great democracy cannot be content to provide a horizon-expanding education for some and work skills, taught in isolation from the larger societal context, for everyone else."*[16] As stewards of the past, role models for the present, and projectors of the future, higher education cannot provide "*liberal education for some and narrow or illiberal education for others*."[17]

When measured against our current vision, mission, and strategic plan, Boise State has made remarkable progress – growing from a community college to a nationally-recognized innovator in higher education. As an institution on the move that is often building the airplane during flight, we are a modern day *Cinderella* story. Unfortunately, when evaluating the beneficiaries of our success, it is not clear that everyone is being invited nor supported to participate in the ball. Our institution and those that lead it have reinforced cultural, structural, and personal norms of what success *looks like* in Idaho and rural America. This image is reflected in who we are and how we recruit, support, and retain people. In contrast, and defined here for the first time, true success is inclusive excellence – which is achieved through a self-reflective and uncompromised commitment to the practice of inclusivity, which seeks to break from implicit and limiting biases that reify exclusionary practices. As both an institutional value and outcome, it intentionally works to replace dominant cultural norms with a welcoming community that engages all of its diversity in the service of student and organizational learning.[18]

In addition to being a moral imperative, inclusive excellence is a strategic imperative for Boise State because of external forces that are unbundling the promise of higher education today. Select examples include: (1) student demographics are changing faster than faculty, staff, administrator, and community demographics, (2) privatization is placing a disproportionate financial burden on under-served and under-represented populations, (3) graduation rates for people of color are well below the national average, (4) emboldened behavior is contributing to hate related events on our campuses, and (5) fragmentation is dividing rather than unifying our nation. For example, in just 10 years 49% of all high school seniors will be students of color. "[19]*Yet, historically and today, African American, Latino/a, and Native American students are notably less likely than students from other racial and ethnic groups to enter and complete college.*[20,21] *In addition, only 9 % of students in the lowest income quartile complete a bachelor's degree by age twenty-four*."[22,23] The consequence is that the equity divide is growing in Idaho as our middle class is shrinking.

In response, the time is right for President Kustra and his executive team to prioritize inclusion, diversity, and equity at Boise State. The campus community stands ready. In our survey, 90-98% of our campus community (90% students, 96% staff and administrators, 98% faculty) stated that it was "*Somewhat/Very Much*" their responsibility to contribute to an inclusive campus climate. In addition, this is the single most important legacy that the current Boise State leadership can leave for future generations of students, faculty, staff, and administrators. From a foundation of inclusion and diversity, our campus and community will prosper.

In summary, this report is a call to action and a request for deep accountability among the Boise State leadership. In do so, we have the opportunity both to address gaps and needs, but also to build an institution that is richer and stronger.

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Appendices

1. Commission and Advisory Council Charges and Memberships
2. Campus Survey Methodology
3. Functional Areas and Programs Focused on Diversity and inclusion Efforts
4. Campus Survey Instrument

Appendix 1: Commission and Advisory Council Charges and Memberships

Commission on Diversity and Inclusion: As directed by President Kustra, the purpose and charge of the Commission on Diversity and Inclusion was specifically to: (1) Gather and review information and data including past documents and campus studies as well as collect, update and enable a current status view; (2) Frame recommendations to the President on ways to advance our commitment to diversity and inclusion; (3) Oversee the transition to actions in response to recommendations.

Members of the Commission on Diversity and Inclusion are as follows:

Donna Llewellyn, Co-Chair, Executive Director, Institute for STEM and Diversity Initiatives

Gayla Thomas-Dabney, Co-Chair, EO/AA Officer, Office of Institutional Compliance and Ethics

Leslie Webb, Vice President,Student Affairs and Enrollment Management

Harold Blackman, Associate Vice President, Research & Economic Development

Gonzalo Bruce, Assistant Provost, Global Education

Corey Cook, Dean, School of Public Service

Will Hughes, Associate Dean, College of Innovation + Design

Tammi Vacha-Haase, Dean, Graduate College

Susan Shadle, Director, Center for Teaching and Learning

Maria Alicia Garza, Director, Casita Nepantla

Arturo Rodriguez, Chair, Cultural & Ethnic Diversity Board

Angeli Weller, Director Responsible Business Initiative (COBE)

Scott Lowe, President, Faculty Senate

Francisco Salinas, Director, Student Diversity and Inclusion

Katie Thomas, President, Professional Staff Senate

Sherepta McLeod, & *Rob Pangaro, (Outgoing & Incoming) President Association of Classified Employees

Rebecca Kopp & *Sienna George, (Outgoing & Incoming), President, ASBSU

*Brooke Putra, President ,Intertribal Native Council

Angela Taylor, Partner, Dignatas

` Jay Nelson, Intertribal Native Council

*Queen Alexander, Delegate,-MLK Living Legacy

*****Indicates members who during the early or middle of the establishment of the Commission and Advisory Council, moved to new positions on campus, joined at a later time due to change in roles, or were never able to serve due to unforeseen reasons. We want to acknowledge their membership.

Advisory Council on Diversity and Inclusion: The Commission on Diversity and Inclusion established an Advisory Council on Diversity and Inclusion to work in collaboration with the Commission specifically to: (1) Collect input from the campus community and pass that input along to the Commission draft (and where appropriate deliver) communication to the campus community about the Commission's work; (2) Work with the Commission members to analyze and create a framework representative of the data collected from the campus climate survey and focus groups on campus; (3) Work in collaboration with the Commission in work groups to frame and submit a report of recommendations based on the tasks of each working groups research (the goal is to identify trends/themes in the data).

Members of the Advisory Council on Diversity and Inclusion are as follows:

Arturo Rodriguez, Co-Chair, Chair, Cultural & Ethnic Diversity Board

Francisco Salinas, Co-Chair, Director, Student Diversity and Inclusion

Maria Alicia Garza, Director, Casita Nepantla

Gregory Martinez, Interim Director, Center for Multicultural Education Opportunities

*Milaun Danclar, Chair, MLK Living Legacy Committee

Dora Ramirez, Member, Faculty Senate Committee on Diversity

Robin Allen, Member of Executive Committee, HERS West

Csea Leonard, Program Coordinator, Gender Equity Center

Lori Sprague, Coordinator, Veterans Services

Catherine Bates, Diversity Coordinator, Institute for STEM and Diversity Initiatives

*Jamie Lundergreen, International Academic Coordinator for International Student Services, Center for Global Education/Program Coordinator, Osher Institute

Ramon Silva, Associate Director, Admissions

Chris Vanderstouwe, Lecturer, Gender Studies

Tomas Baiza, Director, Advising and Academic Support Center

*Brooke Putra,Member, Intertribal Native Council

Gabe Rosenvall,Associate Athletic Director, Athletic Academic Services

Jay Nelson, Member, Intertribal Native Council

Work Groups: In order to develop a framework for diversity and inclusion for our campus, the following workgroups were assigned specific tasks to collect and analyze past/previous data (climate survey results, focus groups), and present the challenges/opportunities, key data (quotes etc.,), and future directions in a report to President Kustra.

Members of work groups as follows:

Work group 1 (Extract relevant data from existing prior reports): Csea Leonard (AC), Arturo Rodriguez (AC, Comm), and Leslie Webb (Comm)

Work group 2 (Extract relevant data from existing prior surveys): Corey Cook (Comm), Tammi Vacha-Haase(Comm), Dora Ramirez (AC), and Jamie Lundergreen (AC)

Work group 3 (Gather information from the community (off campus): Angeli Weller (Comm), Francisco Salinas (AC, Comm), and Virginia Husting (AC)

Work group 4 (Gather information from current students): Rebecca Kopp (Comm), Catherine Bates (AC), Lori Sprague (AC), Gonzalo Bruce (Comm), and Sienna George (Comm)

Work group 5 (Gather information from current instructional staff (faculty and Profession staff who teach): Robin Allen (AC), Elizabeth Ramsey (AC), Donna Llewellyn (Comm), Scott Lowe (Comm) and Susan Shadle (Comm)

Work group 6 (Gather information from current non-instructional professional and classified staff): Ramon Silva (AC), Gabriel Rosenvall (AC), Sherepta McLeod (Comm), Katie Thomas (Comm) and Harold Blackman (Comm)

Work group 7 (Gather information about infrastructure): Tomas Baiza (AC), Alicia Garza (AC, Comm), Jay Nelson (AC,) Will Hughes (Comm), Angela Taylor (Comm), Leslie Webb (Comm), and Gayla Thomas-Dabney (Comm)

Writing Group: A writing group was formed and consisted of members from the Commission and Advisory Council to gather the written data from work groups, make edits, and develop a thematic framework for a written report,for submission to the President. This writing group devoted much effort and time in creating and collaborating with all members to write a report representative of input from faculty, staff, and students on our campus. The written report is based on past and present documents, research conducted from all work groups, a campus climate survey, Shared Values and the Diversity and Inclusion Statement Boise State University.

Members of the writing group were as follows:

Donna Llewellyn

Gayla Thomas-Dabney

Corey Cook

Susan Shadle

Francisco Salinas

Angela Taylor

Harold Blackman

Appendix 2: Campus Survey Methodology

The Commission and Advisory Council on Diversity and Inclusion created and administered a survey of the campus environment in Spring 2017. The full survey is in Appendix 3. The survey was administered using a Google form and was accessible to anyone with a boisestate.edu or a u.boisestate.edu account. Since student employees have both types of accounts, they were able to access the survey through either platform, and hence there is a potential that some completed the survey twice (the form was set to only accept one response per account). All other administration methods carried the risk of an outside person obtaining a link to the survey and completing it. The decision was made that the risk of students completing the survey twice was preferable to the risk of a non-Boise State person completing it.

The survey remained open for three weeks. The Office of the President sent an email to all employees and the Office of the Vice President for Student Affairs sent an email to all students alerting them of the survey and the deadline to complete it. The students also received a reminder email. In addition, an item was posted in Campus Update about the survey. Further, members of the Commission and the Advisory Council used their professional and personal networks on campus to spread the word about the survey. All respondents had the opportunity to enter their name on a separate Google form to be entered into a raffle for gift cards to the campus store or for Aramark. A total of 10 staff and faculty, and 25 students received gift cards from this raffle.

In all, 939 students (795 undergraduates, 118 masters, and 26 doctoral), 571 staff (404 professional and 167 classified), 276 faculty (179 tenure-track and 97 non-tenure track), and 38 administrators, for a total of 1763 individuals, completed the survey. The table on the next page gives the demographic representation of the respondents.

The Commission co-chairs cleaned the open-ended responses to be sure that anonymity would be retained and then they turned over the survey data to the working groups discussed in Appendix 1.

In addition, members of the group used SPSS to run cross tabs and calculate chi-square statistics. The report only describes substantively and statistically significant results.

	Students		Staff		Faculty		Admin.	
Asian/Pacific Islander	37	3.9%	10	1.8%	6	1.8%	0	0.0%
Black	12	1.3%	4	0.7%	3	1.1%	2	5.3%
Latino	58	6.2%	31	5.4%	5	1.8%	2	5.3%
Two or More	83	8.8%	40	7.0%	12	4.3%	2	5.3%
White	666	70.9%	429	75.1%	208	75.4%	31	81.6%
Other	20	2.1%	6	1.1%	6	2.2%	1	2.6%
Declined	63	6.7%	51	8.9%	37	13.4%	0	0.0%
Total	939		571		276		38	
Female	542	57.7%	376	65.8%	133	48.2%	22	57.9%
Male	330	35.1%	152	26.6%	105	38.0%	16	42.1%
Other	19	2.0%	1	0.2%	5	1.8%	0	0.0%
Declined	48	5.1%	42	7.4%	33	12.0%	0	0.0%
Total	939		571		276		38	
Hetero	720	76.7%	446	78.1%	199	72.1%	35	92.1%
Other	108	11.5%	34	6.0%	18	6.5%	0	0.0%
Declined	111	11.8%	91	15.9%	59	21.4%	3	7.9%
Total	939		571		276		38	
Accommodations	74	7.9%	32	5.6%	15	5.4%	3	7.9%
None	841	89.6%	517	90.5%	243	88.0%	35	92.1%
Declined	24	2.6%	22	3.9%	18	6.5%	0	0.0%
Total	939		571		276		38	

Appendix 3: Functional Areas and Programs Focused on Diversity and Inclusion Efforts

Please note – this list is not exhaustive and we are sure that we have left off some important efforts that are on our campus. Please forgive us for any oversight.

1. Offices and Centers Within the Division of Student Affairs and Enrollment Management

a. Admissions - Multicultural Recruitment
b. Student Diversity and Inclusion
    i. Multicultural Student Services
c. Gender Equity Center
d. Veteran Services
e. Educational Access Center

2. Offices and Centers Within Academic Units

a. Center for Multicultural Opportunities (within the College of Education)
    i. TRiO Rising Scholars
    ii. Teacher Prep Program
    iii. College Assistance Migrant Program
    iv. High School Equivalency Program
    v. Upward Bound
    vi. Educational Talent Search
    vii. Veteran's Upward Bound
    viii. McNair Scholars
b. Gender Studies Program (within the College of Arts and Sciences)
c. Latin American and Latino/a Studies Minor (within the Department of World Languages, College of Arts and Sciences)

3. Offices and Centers Under the Office of the Provost and the Division of Research and Economic Development

a. Institute for STEM & Diversity Initiatives
    i. Louis Stokes Alliance for Minority Participation
    ii. Diversity Network for Student Success Staff
b. Center for Global Education
c. Center for Teaching and Learning
d. Casita Nepantla
e. Leadership Development Taskforce

4. Offices and Centers Under the Office of the President

a. Affirmative Action/Office for Equal Opportunity (Not sure this is accurate title of office)

5. Committees, Entities, and Other Groups – Student

a. Inclusive Excellence Student Council
b. MLK Living Legacy Committee
c. Intertribal Native Council
d. OELA
e. MEChA

f. The Boise State Refugee Alliance
g. Afro-Black Student Alliance
h. Boise American Filipino Relations Club and Diversity Association
i. Boise State University Korean Club
j. Bosnian Student Association
k. Chinese Club
l. Japan Club
m. Kuwaiti Club
n. Saudi Students Club
o. National Society of Black Engineers (NSBE)
p. Society of Hispanic Professional Engineers (SHPE)
q. International Student Association
r. Nepalese Student Association
s. PRIDE Alliance
t. TRiO Rising Scholars Student Organization
u. Alpha Pi Sigma
v. Lambda Theta Alpha
w. Lambda Theta Phi
x. Multicultural Greek Council
y. Sigma Lambda Beta
z. Muslim Student Association
aa. Students for Prison Awareness
bb. Tender Thoughts
cc. American Sign Language Club
dd. Secular Student Alliance
ee. Ethos Project
ff. Gender Studies Club

6. Committees, Entities, and Other Groups – Faculty and Staff

a. HERS West
b. Faculty Senate Diversity Committee
c. Cultural and Ethnic Diversity Board

7. Alumni Groups

a. Latino Chapter of the Boise State University Alumni Association

Appendix 4: Spring 2017 Campus Survey Instrument

Diversity and Inclusion Campus Survey (boisestate.edu)

This survey is being distributed to all Boise State University students, staff, and faculty members in order to gather information about our current campus climate. The Commission and Advisory Council on Diversity and Inclusion will use this input in our recommendations and advice to President Kustra and his executive team.
All surveys are anonymous, and results will be only reported in the aggregate. The data that is collected will only be used for this purpose.
Please give your honest opinion so that we can foster diversity and inclusion at Boise State.
Together we can do it!
The survey should take no more than 15 minutes to complete.
Thank you.

* Required

1. **To what extent do you feel you belong at Boise State University?** *
   Mark only one oval.

   - ◯ Not at all
   - ◯ Somewhat
   - ◯ Mostly
   - ◯ Very much
   - ◯ I don't know
   - ◯ I prefer not to answer

2. **To what extent do you feel valued in your department/unit/major?** *
   Mark only one oval.

   - ◯ Not at all
   - ◯ Somewhat
   - ◯ Mostly
   - ◯ Very much
   - ◯ I don't know
   - ◯ I prefer not to answer

3. **To what extent do you feel valued by the executive level Boise State University administration (the President, Vice Presidents, and the Provost)?** *
Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

4. **To what extent do you feel valued by the Boise State University college and department level administration (Deans and Department Heads)?** *
Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

5. **To what extent are you engaged and active within the Boise State University community?** *
Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

6. **To what extent do you feel you are treated with respect by your peers at Boise State University?** *
Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

7. **To what extent do you feel you are treated with respect by your supervisors/faculty at Boise State University?** *
Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

8. **How comfortable are you interacting with people from diverse backgrounds?** *
Mark only one oval.

- Not at all
- Somewhat
- Very much
- I don't know
- I prefer not to answer

9. **How easy has it been to get to know people from different racial/ethnic backgrounds at Boise State University?** *
Mark only one oval.

- Not at all
- Somewhat
- Very easy
- I don't know
- I prefer not to answer

10. **To what extent do you believe it is your responsibility to contribute to an inclusive campus climate?** *
Mark only one oval.

- Not at all
- Somewhat
- Very much
- I don't know
- I prefer not to answer

11. **To what extent do you feel that the executive level Boise State University administration (the President, Vice Presidents, and the Provost) communicate effectively to the campus regarding issues of diversity and inclusion?** *

Mark only one oval.

- Not at all effectively
- Somewhat effectively
- Very effectively
- I don't know
- I prefer not to answer

12. **To what extent do you feel that the Boise State University college and department level administration (Deans and Department Heads) communicate effectively to the campus regarding issues of diversity and inclusion?** *

Mark only one oval.

- Not at all effectively
- Somewhat effectively
- Very effectively
- I don't know
- I prefer not to answer

13. **What are some examples of actions or behaviors that result in your feeling included and like a member of the Boise State University community?**

14. **Based on your experience at Boise State University, please provide us with three ideas you have for improving the diversity and inclusivity experience on campus for students, staff, and/or faculty.**

15. **If President Kustra were to create offices, positions, spaces, etc. to support diversity and inclusion, what are up to two elements that you would want to see addressed or included in these elements?**

16. **What role(s) do you have at Boise State University (select all that apply)?**
Check all that apply.

- [ ] Undergraduate Student
- [ ] Masters Student
- [ ] Doctoral Student
- [ ] Student Employee (or Graduate Assistant)
- [ ] Classified Staff
- [ ] Professional Staff
- [ ] Non-tenure Track Faculty (includes adjunct faculty, instructors, lecturers, clinical faculty, etc.)
- [ ] Tenure Track/Tenured Faculty
- [ ] Administrator

17. **Which role do you see as your primary role at Boise State University (if you only chose one in the last question, just repeat that choice here)?** *
Mark only one oval.

- ◯ Undergraduate Student *Skip to question 18.*
- ◯ Masters Student *Skip to question 18.*
- ◯ Doctoral Student *Skip to question 18.*
- ◯ Classified Staff *Skip to question 29.*
- ◯ Professional Staff *Skip to question 29.*
- ◯ Non-tenure Track Faculty *Skip to question 36.*
- ◯ Tenure Track/Tenured Faculty *Skip to question 36.*
- ◯ Administrator *Skip to question 29.*

Primary Role: Student

Even if you wear many hats at Boise State, we are most interested for the rest of the questions of this survey in your perspectives as a student. Thanks.

18. **Overall, to what extent have your instructors understood and engaged effectively with students from various backgrounds?** *

Mark only one oval.

- Not at all - for the most part (possibly with a few exceptions), they have not exhibited these skills
- Somewhat - they appear to be trying, but more professional development in this area is needed
- Pretty good - for the most part, they have exhibited these skills satisfactorily
- Exceptional - there should be an article in the newspaper about how well my instructors do this
- I don't know
- I prefer not to answer
- Other: _____

19. **Overall, how safe have you felt in your classes expressing your ideas/thoughts/questions?** *

Mark only one oval.

- Not at all safe
- Somewhat safe
- Extremely safe
- I don't know
- I prefer not to answer

20. **Any comments that you want to share about the classroom climate?**

_____

_____

_____

_____

_____

21. **Do you feel that you receive the same level of service as your peers when you access various campus services (for example the dining hall, the bookstore, financial aid, the registrar, the Zone, the library, etc.)?** *

Mark only one oval.

- No - I feel like I receive less attention/poorer service than some of my peers at some of these types of services
- No - I feel like I receive more attention/better service than some of my peers at some of these types of services
- Yes - I have a sense that I am being treated the same way as other students are
- I don't know
- I prefer not to answer

22. **Are there services that you wish Boise State would offer to students that do not appear to be currently available? If so, please give a brief description:**

23. **Any comments you want to share about campus services?**

24. **In what year did you first enroll as a student at Boise State University (four digit year please)?**

25. **Before enrolling at Boise State University, did you reside in Idaho?** *
Mark only one oval.

- Yes
- No
- I prefer not to answer
- Other: _____

26. **Have you ever served, or are you currently serving, in any branch of service in the United States military?** *
Mark only one oval.

- Yes
- No
- I prefer not to answer

27. **Are you the first in your immediate family to attend a four year college or university?** *
Mark only one oval.

- Yes *Skip to question 44.*
- No *Skip to question 28.*
- I prefer not to answer *Skip to question 44.*
- Other: _____ *Skip to question 44.*

Skip to question 44.

Additional Question

28. **Who else in your immediate family attended a four year college or university before you?**

Skip to question 44.

Primary Role: Staff or Administrator

Even if you wear many hats at Boise State, we are most interested for the rest of this survey in your perspectives as a member of the staff or administration. Thanks.

29. **To what extent do you feel listened to and heard when you speak up in meetings?** *
Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

30. **How prepared do you feel to serve and engage effectively with students and colleagues from diverse backgrounds?** *
Mark only one oval.

- Not at all prepared
- Somewhat prepared
- Extremely prepared
- I don't know
- I prefer not to answer

31. **Are there particular training opportunities that you would like to access for helping to create an inclusive campus climate? If so, please briefly tell us about them:**

32. **Do you feel that you receive the same level of service when you access various campus services (for example the dining hall, the bookstore, financial aid, the registrar, the Zone, the library, etc.) as your peers?** *
Mark only one oval.

- No - I feel like I receive less attention/poorer service than some of my peers at some of these types of services
- No - I feel like I receive more attention/better service than some of my peers at some of these types of services
- Yes - I have a sense that I am being treated the same way as other employees are
- I don't know
- I prefer not to answer

33. **Are there services that you wish Boise State would offer to staff and/or administrators that do not appear to be currently available? If so, please give a brief description:**

_____

_____

_____

_____

_____

34. **In what year did you begin your first (non-student) position at Boise State University (four digit year please)?**

_____

35. **Have you attended a four year college or university?** *
Mark only one oval.

- No *Skip to question 44.*
- Yes and I was the first in my immediate family to do so *Skip to question 44.*
- Yes and I was not the first in my immediate family to do so *Skip to question 28.*
- I prefer not to answer *Skip to question 44.*
- Other: _____ *Skip to question 44.*

Skip to question 44.

Primary Role: Faculty

Even if you wear many hats at Boise State, we are most interested for this survey in your perspectives as an instructor. Thanks.

36. **To what extent do you feel listened to and heard when you speak up in meetings?** *
Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

37. **How prepared do you feel to understand and engage effectively with students and colleagues from diverse backgrounds?** *
Mark only one oval.

- Not at all prepared
- Somewhat prepared
- Extremely prepared
- I don't know
- I prefer not to answer

38. **How prepared do you feel to handle "spark moments" or issues that arise when controversial material is addressed in class?** *
Mark only one oval.

- Not at all prepared
- Somewhat prepared
- Extremely prepared
- I don't know
- I prefer not to answer

39. **Any comments on the classroom climate?**

40. **Do you feel that you receive the same level of service when you access various campus services (for example the dining hall, the bookstore, financial aid, the registrar, the Zone, the library, etc.) as your peers?** *

Mark only one oval.

- No - I feel like I receive less attention/poorer service than some of my peers at some of these types of services
- No - I feel like I receive more attention/better service than some of my peers at some of these types of services
- Yes - I have a sense that I am being treated the same way as other employees are
- I don't know
- I prefer not to answer

41. **Are there services that you wish Boise State would offer to instructors that do not appear to be currently available? If so, please give a brief description:**

_____

_____

_____

_____

_____

42. **In what year did you start in your first faculty position at Boise State University (four digit year please)?**

_____

43. **Were you the first in your immediate family to attend a four year college or university?** *

Mark only one oval.

- Yes *Skip to question 44.*
- No *Skip to question 28.*
- I prefer not to answer *Skip to question 44.*
- Other: _____ *Skip to question 44.*

Closing Section

44. **Are there certain buildings or places on campus that make you feel like you belong here? If so, please tell us which ones (and a brief reason for why if you know why):**

_____

_____

_____

_____

_____

45. **Are there certain buildings or places on campus that make you feel like you don't belong here? If so, please tell us which ones (and a brief reason for why if you know why):**

46. **Are there spaces that don't exist on campus that you wish did exist? If so, please briefly describe:**

47. **To what extent do you feel you belong in the wider Boise community?** *
Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

48. **Any comments that you want to share about the broader Boise community?**

49. **Any additional comments?**

50. **Is your primary location for study and/or work on campus?** *
Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ I prefer not to answer
- ◯ Other: _____

51. **How do you identify? Please check all that apply:** *
Check all that apply.

- ☐ American Indian/Alaska Native
- ☐ Asian
- ☐ Black/African American
- ☐ Hispanic of any race
- ☐ Native Hawaiian/Other Pacific Islander
- ☐ Nonresident Alien
- ☐ International student or employee visa-holder (F, J, H1B, etc.)
- ☐ Refugee
- ☐ White
- ☐ I prefer not to answer
- ☐ Other: _____

52. **How do you identify regarding your gender (man, woman, trans, etc.)? Or write N/A if you prefer not to answer please.** *

_____

53. **How do you identify regarding your sexual orientation (Heterosexual, LGBTQIA, etc.)? Or write N/A if you prefer not to answer please.** *

_____

54. **Have you ever received (or are currently receiving) accommodation for (check all that apply):** *
Check all that apply.

- ☐ Sensory impairment (vision or hearing)
- ☐ Mobility impairment
- ☐ Learning disability
- ☐ A disability or impairment not listed above
- ☐ None of the above
- ☐ I prefer not to answer

55. **If you identify with a religion (or religions), please identify it/them here:**

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SBE Board

From: m.lawford@lawfordmedia.com
Sent: Thursday, April 1, 2021 10:13 AM
To: SBE Board
Subject: Current discussion about Critical Race Theory classes

TO: All board members

Our family would like to address the board members regarding the current discussion on the classes in our H.S. and Universities on Critical Race Theory and other "Social Justice" topics.

After looking into the content often included, and learning of recent disturbing instances in some of these classes, we think it's time for the Idaho Board of Education to take a stand for the citizens of Idaho and put a stop to this biased teaching.

These classes are pushed by real extremists and are not based on any accepted data regarding race relations. They are often used to target white students and accuse them of being racist. They often denigrate our country and call for the destruction of our system of government. These classes are actually a means of propaganda for the left in our country and do NOT belong in Idaho schools. Here at BSU we learned that a former professor in one of these classes was the founder of BLM Boise, a hater of police & white people, and now accused of vandalizing our Lincoln statue. This is NOT the type of education we need in Idaho.

We are asking that the board act to immediately stop these classes in Idaho schools. There should be a public audit of the content of any classes and the instructors of classes that say they deal with race issues. We do not need more hate in our country and this is exactly what is coming out of these classes ... self hate ... and hatred for white people and our country. We have two grandchildren in the Idaho education system ... one at U of I and one entering BSU this fall. We do not want them subjected to this type of biased and hateful information about their race and their country.

I would appreciate a written response from each member of the board on your position and how you plan to represent the citizens of Idaho going forward with regard to this issue.

Regards,
Mary Ann & Jack Lawford
Boise, Idaho

SBE Board

From: Representative Bruce Skaug <BSkaug@house.idaho.gov>
Sent: Monday, April 12, 2021 3:00 PM
To: SBE Board
Subject: Rep. Skaug

Thank you for the email regarding the planned review of Freedom of Expression. It may be helpful to review the House Floor debate that occurred last week. The video is worth the watch.

Thank you for your important work.

Best regards,

Bruce

Bruce D. Skaug
BSkaug@house.idaho.gov
1226 E. Karcher Road
Nampa, Idaho 83687

Idaho House of Representatives
Rep. District 12 – A
Committees: State Affairs; Judiciary & Rules; Local Government; ad hoc Economic Outlook & Revenue Committee

SBE Board

From: Jodie Seward <jodieaseward@gmail.com>
Sent: Monday, April 12, 2021 7:58 PM
To: SBE Board
Subject: State funding for higher education

I am writing my opinion on the state of higher education in Idaho. I do feel and see facts that our state funded schools are using state payer funds to appropriate them to classes and groups that do support and teach critical race theory.
I am not in favor and do not support my tax funds being used for racial diversity. I live in Idaho because of our long standing values of character, hard work and kindness to all. These classes regarding social justice, diversity and inclusion are only driving division in this state and our children.
I will support the legislature's as they withhold funds from state colleges that have these classes and special groups. I am proud that funds were withheld from BSU and will he directed towards schools like LCSC. I hope that you take the voices of those in this state that pay taxes to support state colleges seriously on our position on this critical race theory issue that is being infiltrated in our state.

Jodie Seward

SBE Board

From: The Other Choice Diversity Resource <t.o.cdiversityresource@gmail.com>
Sent: Wednesday, April 14, 2021 11:24 AM
To: SBE Board
Subject: DISCUSS FREEDOM OF EXPRESSION QUESTION

My question is out of concern for the work I do in my community, and the reasons why, and means by which I have chosen to give back to my community. As a BIPOC citizen of the community 20 years now. With ample knowledge and experience in the community regarding the topic of " Freedom of Speech" as a person of color. Having survived and inso able to identify the systemically racist policing and judicial practises from first hand experience. Resulting in a violation of my 4th & 14th Amendment Rights, by bad actors hiding behind the name of the State.

My question : I fear my non-profit will be assaulted next for advocating and educating as we have the last 6 years on the very topics of Social Justice. The very foundation TOC Diversity Resource was founded. If freedom of speech is being discussed in a star chamber it feels. Keeping in mind TOC has never taken, or qualified for Municipal / State funding or grants. And we are entering 6 years now of successful community outreach. Receiving no funding being unincorporate with the State. How should I expect any legislation, on its face, that seeks the removal of my business, work in my own community. To effect the work TOC has done and does now? For example, the establishment of the 1st NAACP branch in the State in 85 years , and 1st ever in North Idaho.?
And further the leens of our community, viewed by the nation's eye, given theHistory channel documentary, PBS special, not to mention past poor dated history. That still circulates contributing to a poor reputation for North Idaho particularly. Is limiting freedom of speech through diversity studies & CRT studies the right look in our already polarized community?

J. McDay

www.tocdiversityresource.org

208-557-1999

“Hatred paralyzes life; love releases it. Hatred confuses life; love harmonizes it. Hatred darkens life; love illuminates it.”

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SBE Board

From: F Storli <fstorli@gmail.com>
Sent: Thursday, April 15, 2021 11:01 AM
To: SBE Board
Subject: Freedom of Expression

Hello,

I am writing in regard to the legislative concerns about the discussion and teachings surrounding social justice and freedom of expression in Idaho schools.

As a parent with a master's degree in science & engineering, I know the value of a good education. I also know the importance of a COMPLETE education. America has a complicated history. But our beliefs in truth, and pursuit of our higher ideals, has always been at the root of our education system. As we delve into our history, we see many positives, and many negatives. A true education looks at all aspects of our history. But it also (and this is crucial) looks at all PERSPECTIVES of our history. For example, the idyllic 1950s portrayed by many white Americans, is not the same history that was experienced by many black Americans. It is vital that we make an effort to include all perspectives of history in our education, in order to learn from the past and move toward a future where we truly do have equality in this country.

Idaho is obviously a predominantly white, conservative state. Therefore, in many cases, children receive homogenous viewpoints as they grow. One of the only places where they may hear, and have a chance to discuss, differing viewpoints is in the classroom.

A TRUE education exposes us to a wide variety of beliefs and opinions. A good educator can help facilitate thoughtful, respectful, and challenging discussions around these beliefs. It is not in the best interest of our children to present an incomplete history to them, or to prevent them from having discussions about topics where there is disagreement.

A real-world impact of such limitations on education, is in the job market. Like it or not, many good jobs are global and diverse, and require their employees to be able to work with people with a variety of backgrounds or beliefs. Also, it is vital that employees know how to problem solve by handling disputes about opinions in a respectful, collaborative way. One of the ways our children are prepared for the real world is through the diversity of thought, and challenging discussions that they encounter during their education.

Another impact of our education system on our state, is the students, student athletes, and employers that come to our state. If students are afraid to attend due to the embrace of anti-diversity education, we may see a drop off in many students or student-athletes coming to our schools. This will hurt our schools, economy, and the national rankings of our schools. If employers see intolerance in Idaho, they may elect to move to a less extremist state, taking good paying jobs with them.

I thank you for considering my comments. Please do the right thing and stand up for a complete education in our state,

Regards
Farrah Storli
Meridian, ID

SBE Board

From: Joie Henington-Sarceda <msjoie1@hotmail.com>
Sent: Friday, April 16, 2021 12:55 AM
To: SBE Board
Subject: Our Future

Idaho needs to cut funding to schools that teach the 1619 Project, or come up with a way to stop this and the teaching of hatred for America and all whites. This all- causes racism instead of stopping it. We have not had rampant racisms like we do now since the Jim Crow era. We, as a nation, are reverting back to racisms in a huge way. This indoctrinating of our children and young adults needs to stop. Schools are pumping out students that are destroying our country from the biased lies they are being taught. The fundamentals of education are not being taught any more. Communistic instructors, teachers and professors, are taking over our country, through our children and young adults, by brainwashing them!! This is not what schools are supposed to be about!! Idaho needs a bill to stop all of this nonsense and to stop funding this and to enforce the teachings that schools were meant to teach, not what biased, communistic, instructors want to teach!!
Joie Henington-Sarceda
(208)860-1035

SBE Board

From: Scott Yenor <scott.yenor24@gmail.com>
Sent: Friday, April 16, 2021 6:08 AM
To: SBE Board
Subject: freedom of expression on campus

I appreciate that you have put this on the radar, but the issue is not exactly freedom of expression. It is the honoring of an ideology that is harmful to the common good, to scientific inquiry, and to good social relations. If everyone agrees with one ideology on campus and it is the only one allowed or represented in the curriculum, then there can be free speech but never a departure from the party line. Take sociology for instance (please!). Sociology majors are fed one ideology, represented by every faculty member. They adhere to that ideology. This is indoctrination. But no one even thinks differently so there is no need to worry about free expression.

So my question is this: What is the SBOE doing to ensure or even measure "viewpoint diversity" on campus, which is the prerequisite for free speech and free expression? What is it doing to ensure that disciplines, colleges, and universities as a whole do not get captured by one predominant ideology?

Yours,
SEY

SBE Board

From: Jon Hill <hardbutworthit@gmail.com>
Sent: Friday, April 16, 2021 6:26 PM
To: SBE Board
Subject: Key questions re your Freedom of Expression meeting.

To: Pres. Debbie Critchfield, et al.

Pre-pandemic, I talked to BSU Director Salinas about left-wing bias made obvious by his unscholarly social media post excoriating Prof. Scott Yenor and his white paper on the history of feminism. He assured me he was a bit over the line there and would emphasize perspective diversity in the future. Also, BSU Pres. Tromp early in her BSU tenure said that BSU would be a marketplace of ideas, etc. SO WHY ARE THEY AND OTHER LEADERS IN IDAHO UNIVERSITIES CENSORING THE CONSERVATIVE VIEWPOINT WHEN DISCUSSING INEQUALITY, PRIVILEGE, SOCIAL JUSTICE, ETC.??
I realize that the Idaho legislature wants to "censor" social justice or to some degree defund this curricula, but what else are they to do in response to what is censorship by progressives in higher ed?

Don't you find it troubling that such leaders will not have deliberative dialogues of any depth and length with conservatives on talk radio or at pro/con forums??Regarding the BSU Prof. Yenor imbroglio, why didn't 2000 leftist professors and BSU students on a petition challenge Prof. Yenor to debate and debunk his position instead of trying to fire him?

Sincerely,
Jon T. Hill, m.s.
208-243-3233

SBE Board

From: Kganya Ranamane <kganyaranamane44@gmail.com>
Sent: Sunday, April 18, 2021 8:53 PM
To: SBE Board
Subject: re: "Relocate to Idaho and rediscover freedom"

Dear Editor:

The message from the Idaho Freedom Foundation is "Relocate to Idaho and rediscover freedom." But freedom for whom? Unfortunately, minorities and other groups deemed diverse are disproportionately affected by an education system that perpetuates institutionalized racism.

Three solutions will help to minimize systemic discrimination. For one, promote equitable funding by putting everyone on the same level. Provide money (grants, scholarships, or low-interest loans) and resources for things like books, technology, equipment, and tools that will go far in ensuring that all students start out with the same chance to reach their potential. Secondly, educating the masses on the problem of institutional racism and incorporating more awareness and educational programs starting in middle school would enhance the idea of a global community that exists within and outside of Idaho. Finally, changing the leadership structure in terms of having a more inclusive and diverse panel of representatives is paramount. This, too, will allow young people to view these leaders who look like them and thus inspire a whole new generation to pick up where these leaders leave off and advocate for the change they want to see.

Thank you for allowing me to write this letter to you and for considering what I think are solutions that will help fight institutionalized racism in education. In going forward, be a good leader, be a good neighbor, and be a good friend--fight for the freedom of ALL people who live in Idaho. Society cannot change if you don't change.

Sincerely,

SBE Board

From: Robert Watkins <robertwatkins@isu.edu>
Sent: Sunday, April 18, 2021 9:55 PM
To: SBE Board
Cc: Mike Keckler
Subject: R. Watkins comments about freedom of expression at April Meeting

Dear Mike Keckler, Debbie Critchfield, and the Idaho State Board of Education

I appreciate the opportunity to reach out to you all. My name is Rob Watkins and I was born and raised in Northern Utah by the Idaho border and have lived in Pocatello for seven years. I always felt close to the Idaho community even before I chose to become a lifelong part of it. I'm concerned about current conversations on race and censorship.

Thousands of years ago a wise teacher told a story to his pupils when asked who they should love. He told a story so famous that it has become shorthand. A man fell on hard times and was left to die on the side of the road. Two different ranking members of their religious community left him to die. A third man, who happened to be an ethnicity that his students viewed as lesser, saved him. The teacher asked his students who had loved his neighbor most? Of course I'm talking of Jesus of Nazareth and his Good Samaritan parable. Recent budget issues and proposed laws in our state would make teaching such a parable punishable by having funds withheld.

Jesus wasn't the only teacher in history whose teachings would be censored by such laws and actions from the state of Idaho. While our great state has unfortunately been labeled one of the leading states in hatred, I had assumed such biases were by outliers, not endorsed by the state. I like to think that such misunderstandings in state funding for education come from misinformation and not hatred. Through the millennia, teachers of Jesus often tried to teach that humans have a natural and spiritual self. The natural self is prone to things like hatred and racism. The spiritual self seeks to overcome such things. Things like the HO352 bill would condemn such spiritual teachings as being racist.

While these have been religious examples, such things are usually only taught in passing in schools partially because of the first amendment guaranteeing the right of individuals not to have a federal religion forced upon them. But such a bill would prohibit schools to discuss the constitution itself, which deals with racist and sexist ideals (the 3/5 compromise, the lack of representation for American Indians, and the lack of voting power granted to women) until they were amended in 15th and 19th amendments. HO352 would prohibit Idaho schools to teach the historical context of the constitution.

Which leads us to one of the largest problems with HO352 and Lt. Governor Janice McGeachin's proposed task force on "liberal bias" in education. The verb used by her and so many others promoting these concepts is indoctrination. This is no accident. While the verb itself has neutral uses, the meaning most likely meant by these groups is a synonym for brainwash. This concept sends fear into those out of the education circles. But the idea of brainwashing in education is unfounded. Educators don't present one partisan opinion, because they function on a non-partisan level. They don't work in absolutes and dichotomies. They seek to educate. This means presenting knowledge based in multiple methodologies that have been developed for thousands of years. Students are encouraged to find the truth in the teachings. In some areas of knowledge the answers can become rote (mathematics and some STEM), but this doesn't mean partisan either. If 5 + 5 =10 there is no need to investigate alternative theories that suggest the answer might be 23. It isn't. Educators don't spend time on fringe theories in the classroom.

Bill HO352 would encourage education to be censored for answers that certain demographics don't agree with—which would be actual indoctrination. When I instruct my students how to write and argue with ancient rhetoric, they are given tools to present persuasive arguments using thousands of years of wisdom. If thousands of years of wisdom that have been woven together to form western civilization is liberal indoctrination then the problem isn't in education but in

those defining the word liberal. The United States of America was founded on progressive ideals and has always had a subgroup that kicks against the pricks of progress. Students are free to evaluate the arguments of the past in racial subjugation and inequality and decide for themselves if such theories hold true to them. But as for educators, we follow the lead of teachers like Jesus of Nazareth and the many secular and religious instructors that have followed, in teaching love and equity. We do not indoctrinate. We teach. If teaching becomes a synonym for indoctrination of liberal beliefs, than the slippery slope that could follow will lead to dangerous censorship more akin to the fascist and authoritarian regimes my grandfathers fought wars against. In this response I've used religious examples—something I tend not to refer to in class aside from in passing. I've used them to find common ground and to point out that the wording used by those attempting to silence educators can also be applied to religious settings. The precedent for religious censorship could be next. I say let freedom ring and let students govern themselves.

Thank you for your time,

Rob

Dr. Robert Watkins
Associate Professor of English
Idaho State University

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO – ANNUAL REPORT	Information Item
2	IDAHO DIGITAL LEARNING ACADEMY – ANNUAL REPORT	Information Item
3	2021 LEGISLATIVE UPDATE	Action Item
4	ACCOUNTABILITY OVERSIGHT COMMITTEE – RECOMMENDATIONS – ACCOUNTABILITY FRAMEWORK – SCHOOL QUALITY INDICATOR – CHRONIC ABSENTEEISM	Action Item

UNIVERSITY OF IDAHO

SUBJECT

University of Idaho (UI) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.4

BACKGROUND/DISCUSSION

This agenda item fulfills the requirement established in Board Policy I.M.4 for each institution to provide an annual progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director. The university's annual published progress report is attached. Any updates will be provided through the presentation. The annual performance measure reports are presented to the Board at the regular October Board meeting.

IMPACT

The University of Idaho's strategic plan drives the University's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Annual Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The institution annual report gives the Board the opportunity to discuss progress toward the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, barriers identified and progress toward the Board's educational system initiatives.

BOARD ACTION

This item is for informational purposes only.

IDAHO IMPACT

ANNUAL REPORT UPDATE 2020-21

BEST COLLEGES U.S.News & WORLD REPORT NATIONAL UNIVERSITIES BEST VALUE 2021

NO. 1 BEST VALUE *Public University* in the *West*

University of Idaho

IDAHO IMPACT

The University of Idaho produces graduates ready to contribute to industry and the economy of this great state. We also conduct research that drives investments to help agriculture, industry and Idaho's communities thrive.

Vandals have an impact wherever they operate. It's our mission to continue that impact as we educate Idaho's future leaders, strengthen our research and support residents in each of the state's 44 counties.

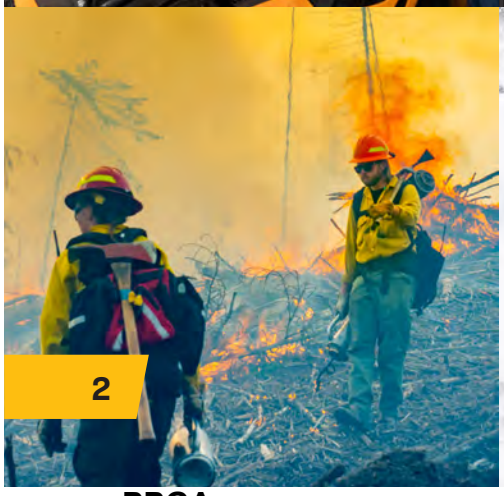
This 2021 edition of Idaho Impact includes examples of that effort. It also includes progress on university strategic plan goals as well as highlights from our three strategic initiatives of supporting student success, prioritizing research and telling the story of higher education in the state. Taken together, these efforts demonstrate U of I's continued mission to support a thriving Gem State.

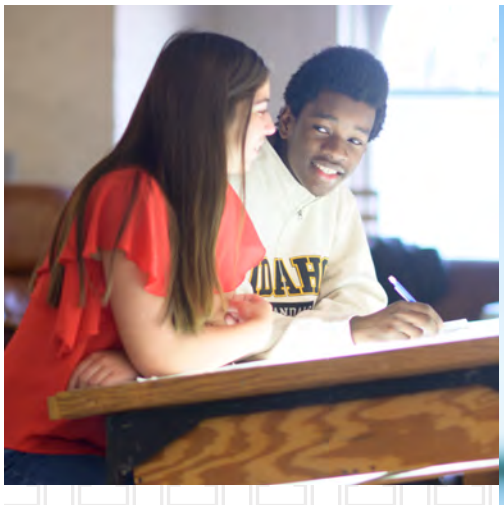
President Scott Green

2 Mission, Vision, Values
4 Strategic Plan Goal 1: Innovate
5 Strategic Plan Goal 2: Engage
6 Strategic Plan Goal 3: Transform
8 Strategic Plan Goal 4: Cultivate
9 Game Changers
10 U of I Fundraising
11 Building Our Future
12 Initiatives: Telling Our Story
13 Initiatives: Student Success
14 Initiatives: Prioritizing Research

MISSION

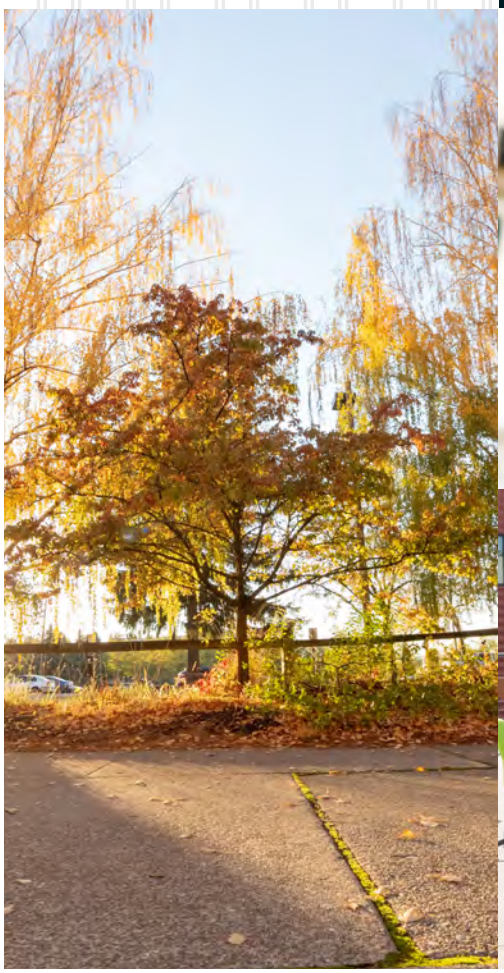
The University of Idaho shapes the future through innovative thinking, community engagement and transformative education.





VISION

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.



VALUES

Excellence
Respect
Integrity
Perseverance
Sustainability

INNOVATE

GOAL 1:

Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

SCHOLARLY AND CREATIVE WORK WITH IMPACT

Objective A:

Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Indicators: Increases in research expenditures and scholarly/creative works derived from collaborative partnerships.

Objective B:

Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Indicators: Increased number of terminal degrees and non-faculty scholars (e.g. post-doctoral researchers), increased number of undergraduate and graduate students supported on extramural funds and increased percentage of undergraduates participating in research.

Objective C:

Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

Indicators: Increase in above measures as well as invention disclosures.

PERFORMANCE MEASURES		Baseline 2014-15	2016-17	2017-18	2018-19	2019-20	Waypt 2 2022	Final Goal 2025
1.1 **Terminal Degrees in Given Field (PhD, MFA, etc.)**	**Goal**		**285**	**300**	**325**	**325**	**380**	**425**
	Actual	**275**	**236**	**231**	**251**	**242**		
1.2 Number of Postdocs, and Non-Faculty Research Staff with Doctorates	Goal		70	75	80	80	100	120
	Actual	66	102	92	83	103		
1.3 Research Expenditures ($ Million)	Goal		100	105	115	115	135	160
	Actual	95	102	109	111.6	113.1		
1.4 Invention Disclosures	Goal		20	25	30	30	40	50
	Actual	14	21	24	26	35		
1.5 Number of Undergraduate and Graduate Students Paid from Sponsored Projects (PMR)	Goal		598 (UG) & 597(GR) 1,195 Total	610 (UG) & 609 (GR) 1,237 Total	622 (UG) & 621 (GR) 1,268 Total	622 (UG) & 621 (GR) 1,268 Total	660 UG) & 659 (GR) 1,320 Total	687 (UG) & 686 (GR) 1,373 Total
	Actual	575(UG) & 574 (GR) 1,149 Total	598 (UG) & 597 (GR) 1,195 Total	765 (UG) & 500 (GR) 1,265 Total	660 (UG) & 467 (GR) 1,127 Total	657 (UG) & 418 (GR) 1,075 Total		
1.6 % of Students Involved in Undergraduate Research (PMR)	Goal		68%	69%	71%	71%	74%	75%
	Actual	66%	65%	61%	58%	60%		

ENGAGE

GOAL 2:

Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

OUTREACH THAT INSPIRES INNOVATION AND CULTURE

Objective A:

Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.
Indicators: Number of University of Idaho Extension direct contacts with communities.

Objective B:

Develop community, regional, national and/or international collaborations that promote innovation and use University of Idaho research and creative expertise to address emerging issues.
Indicators: Number of active responses/programs in progress that seek to address the identified societal issues or collaborate with communities on research, the arts or cultural enhancement as reflected by the percentage of faculty collaboration with communities (reported in Higher Education Research Institute survey) as well as total economic impact assessment (EMSI.).

Objective C:

Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.
Indicators: National Survey on Student Engagement (NSSE) service learning metric, alumni participation rate and dual-credit engagement.

PERFORMANCE MEASURES		Baseline (2014-15)	2016-17	2017-18	2018-19	2019-20	Waypt 2 2022	Final Goal 2025
2.1 **Go-On Impact**	**Target**		**35%**	**40%**	**42%**	**45%**	**43%**	**45%**
	Actual	**N/A**	**35%**	**40.6%**	**41.4%**	**41.4%**		
2.2 Number of Direct U of I Extension Contacts	Target		348,000	359,000	370,000	370,000	375,000	380,000
	Actual	359,662	360,258	405,739	425,128	440,793		
2.3 % Faculty Collaboration with Communities (HERI)	Target		61%	63%	65%	65%	68%	70%
	Actual	57%	57%	57%	57%	57%		
2.4 NSSE Mean Service Learning, Field Placement or Study Abroad	Target		56%	58%	60%	60%	66%	72%
	Actual	52%	52%	52%	52%	53%		
2.5 Alumni Participation Rate	Target		9%	10%	11%	11%	13%	15%
	Actual	9.0%	10.0%	10.3%	9.4%	8%		
2.6 Economic Impact ($ Billion)	Target	1.1	1.1	1.2	1.3	1.3	1.7	2
	Actual	1.1	1.1	1.1	1.1	1.1		
2.7 Dual-Credit (PMR) a. Total Credit Hours b. Unduplicated Headcount	Target	a. 6,002 b. 1,178	a. 6,500 b. 1,200	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250
	Actual	a. 6,002 b. 1,178	a. 10,170 b. 2,251	a. 12,004 b. 2,755	a. 11,606 b. 2,450	a. 11,504 b. 2,371		

TRANSFORM

GOAL 3:

Increase our educational impact.

EDUCATIONAL EXPERIENCES THAT IMPROVE LIVES

Objective A:

Provide greater access to educational opportunities to meet the evolving needs of society.
Indicators: Total number of enrolled students and conferred degrees (both undergraduate and graduate).

Objective B:

Foster educational excellence via curricular innovation and evolution.
Indicators: Increased retention, numbers of graduates, National Survey on Student Engagement High-Impact Practices score and reductions in remediation via curricular innovation.

Objective C:

Create an inclusive learning environment that encourages students to take an active role in their student experience.
Indicators: Measures educational parity and retention rates (for new and for transfer students).

PERFORMANCE MEASURES		Baseline 2014-15	2016-17	2017-18	2018-19	2019-20	Waypt 2 2022	Final Target 2025
3.1 **Enrollment**	**Target**		**12,000**	**12,500**	**13,000**	**13,000**	**15,000**	**17,000**
	Actual	**11,534**	**11,780**	**12,072**	**11,841**	**11,926**		
3.2 Equity Metric: First Term GPA & Credits (% Equivalent)	Target		80% / 80%	85% / 85%	90% / 90%	90% / 90%	95% / 95%	100% / 100%
	Actual	75% / 75%	87.5% / 75%	75% / 75%	62.5% / 50%	62.5%/62.5%		
3.3 Retention – New Students (PMR)	Target		82%	83%	84%	84%	87%	90%
	Actual	77%	77.4%	81.6%	80.8%	77.3%		
3.4 Retention – Transfer Students (PMR)	Target		77%	78%	79%	79%	82%	85%
	Actual	83%	83.4%	82.4%	81.3%	82.6%		
3.5 Graduates (All Degrees)	Target		2,900	2,950	3,000	3,000	3,500	4,000
	Actual	2,861	2,668	2,487	2,561	2,646		
a) Undergraduate Degree (PMR)	Target		1,800	1,800	1,850	1,850	2,200	2,500
	Actual	1,767	1,651	1,570	1,639	1,675		
b) Graduate / Prof Degree (PMR)	Target		700 / 130	750 / 130	800 / 150	800/150	850 / 170	1,000 / 200
	Actual	741 / 123	584 / 122	543 / 143	538 /134	592/132		
c) % of Enrolled UG That Graduate (PMR)	Target		20%	20%	20%	20%	20%	20%
	Actual	20%	20%	retired by SBOE				
d) % of Enrolled Grad Students That Graduate (PMR)	Target		29%	30%	31%	32%	33%	35%
	Actual	29%	30%	retired by SBOE				
3.6 NSSE High Impact Practices	Target		70%	70%	75%	75%	80%	85%
	Actual	67%	67%	73%	73%	77%		
3.7 Remediation a. Number b. % of First Time Freshman (PMR)	Target		a. 153 b. 14%	a. 158 b. 14%	a. 142 b. 12%	a. 142 b. 12%	a. 124 b. 10%	a. 103 b. 8%
	Actual	a. 162 b. 14%	a. 148 b. 13%	a. 203 b. 19%	a. 203 b. 21%	a. 220 b. 22%		

NEW STATEWIDE PERFORMANCE MEASURES		2016-17	2017-18	2018-19	2019-20
VI. **Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major)**	**Target**		N/A		**2000**
	Actual	**1,852**	**1,798**	**1,848**	**1,881**
VII. Percentage of UG degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment.	Target		N/A		Math 56% ENGL 77%
	Actual	Math 50.2% ENGL 77.6%	Math 50.1% ENGL 79.4%	Math 51.9% ENGL 74.9%	Math 50.0% ENGL 73.4%
VIII. Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.	Target		N/A		74%
	Actual	57.6%	56.6%	59%	59.1%
IX. Percentage of students completing 30 or more credits per academic year.	Target		N/A		40%
	Actual	42.9%	42.4%	43.7%	42%
X. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time.	Target		N/A		34%
	Actual	35.4%	37.1%	38.2%	40.7%
XI. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS).	Target		N/A		58%
	Actual	54.9%	59.3%	56.1%	59.5%
XII. Number of UG programs offering structured schedules.	Target		N/A		155/155
	Actual	160/160	retired by SBOE		
XIII. Number of UG unduplicated degree/certificate graduates.	Target		N/A		2,000
	Actual	1,651	1,570	1,639	1,675

The above table includes new statewide performance measures as reported to the State Board of Education.

CULTIVATE

GOAL 4:

Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale

A VALUED AND DIVERSE COMMUNITY

Objective A:

Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Indicators: Increased multicultural student enrollment, international student enrollment, percent of multicultural faculty and staff.

Objective B:

Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

Indicators: Improved job satisfaction scores and reduced staff turnover rate.

Objective C:

Improve efficiency, transparency and communication.

Indicators: Invest resources wisely to enhance end-user experiences (e.g. more customer service-oriented) and maintain affordability for students (cost per credit hour and SBOE efficiency measure).

PERFORMANCE MEASURES		Baseline (2014-15)	2016-17	2017-18	2018-19	2019-20	Waypt 2 2022	Final Target 2025
4.1 **"Great Colleges to Work For" Survey**	**Target**		**Survey Avg in 3rd Group (of 5) (56)**	**Survey Avg in 3rd Group (of 5) (62)**	**Survey Avg in 4th Group (of 5) (66)**	**Survey Avg in 4th Group (of 5) (66)**	**Survey Avg in 4th Group (of 5) (70)**	**Survey Avg in 4th Group (of 5) (73)**
	Actual	**N/A**	**Average in 3rd Group (of 5) (57)**	**Average in 3rd Group (of 5) (55)**	**Average in 2nd Group (of 5) (54)**	**Average in 2nd Group (of 5)**		
4.2 Multicultural Student Enrollment (heads)	Target		2,922	3,130	3,305	3,305	4,000	4,300
	Actual	2,415	2,678	2,799	2,764	2,613		
4.3 International Student Enrollment (heads)	Target		800	950	1,100	1,100	1,500	2,000
	Actual	712	664	717	755	662		
4.4 Full-time Staff Turnover Rate	Target		17.0%	16.0%	15.0%	15.0%	12.0%	10.0%
	Actual	17.6%	15.7%	17.0%	15.8%	23.5%		
4.5 % Multicultural a. Faculty and b. Staff	Target		a. 20% b. 13%	a. 21% b. 14%	a. 22% b. 15%	a. 22% b. 15%	a. 23% b. 17%	a. 25% b. 18%
	Actual	a. 19% b. 11%	a. 19% b. 13%	a. 22.1% b. 12.5%	a. 20.6% b. 12.1%	a. 21.3% b. 13.2%		
4.6 Cost Per Credit Hour (PMR)	Target		$355	$366	$377	$377	$412	$450
	Actual	$335	$355	$383	$412	$423		
4.7 Efficiency (Graduates Per $100K) (PMR)	Target		1.26	1.32	1.37	1.37	1.54	1.70
	Actual	1.20	1.10	0.97	0.96	0.97		

GAME CHANGERS

The University of Idaho has taken several steps to meet the four metrics of Complete College America's "Game Changers" initiative aimed at closing institutional performance gaps.

PURPOSE

Aligning the college experience to each student's goals for the future

- **Degree Finder** – Explore more than 220 U of I majors via an online database
- **Career Finder** – Discover majors and in-demand careers with the EMSI-powered database
- **Student Life** – Students can pick from more than 200 student clubs, 34 Greek chapters and countless other opportunities for engagement

STRUCTURE

Building course road maps that make the path to a degree clear

- Four-year plans in the curriculum inventory management system (2021-22 University Catalog)

MOMENTUM

Helping students meet critical early milestones that put them on track to graduate

- **VandalStar Program** – Adoption of a student advising online tool to support retention
- **Momentum Pathways**
  - 15 to finish / 30 credits per year
  - Math pathways
  - Math and English co-requisite courses
  - Momentum year (In the first year, complete gateway Math and English + 9 credits in the major)
  - Academic maps with proactive advising

SUPPORT

Addressing student needs and removing barriers to academic success through various programs

- Centralized Advising (Strategic Enrollment Management)
- Career Services
- Degree Mapping
- Student Support Services

U OF I FUNDRAISING

FY20

$23.15M	$14.8M	$9.6M	$1.8M	$417K	17,852
Corps./Orgs./Nonprofits	Alumni	Friends/Others	Faculty/Staff/Retirees	Parents	donors

$49.77M
RAISED AND DESIGNATED FOR:

$22.17M	$16.5M	$6.4M	$4.7M
STUDENTS	ACADEMIC AND OTHER PROGRAMS	FACULTY/ RESEARCH SUPPORT	FACILITIES

$8M Endowments

Donors provided $8 million in endowment contributions to the U of I Foundation in FY20, with more than $2.1 million funding 39 new endowments.

$2.1M New Endowments

FY21 SIGNATURE GIFTS

Northwest Farm Credit Services
$2 million for multiple initiatives benefiting the College of Agricultural and Life Sciences. The gift includes support for the Agri Beef Meat Science and Innovation Center Honoring Ron Richard, the Idaho Center for Plant and Soil Health at Parma, the Wayne Thiessen Potato Research Professorship Endowment, scholarship support and seed money to create a new national student organization.

Tom Slayton '72
A **$1 million** donation to create an endowed professorship in East Asian politics. The gift supports courses of study in political science that opened opportunities for Slayton.

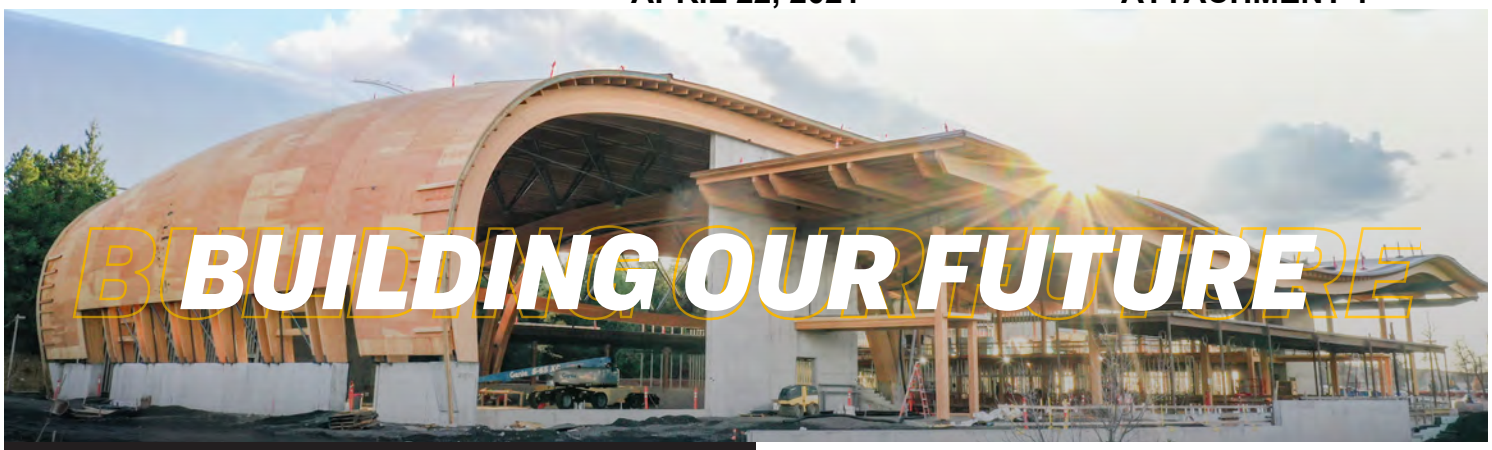
Amalgamated Sugar
$500,000 to support needed improvements at the Parma Research and Extension Center.

Idaho Beef Council
$250,000 to establish a graduate fellowship to advance research into beef safety and nutrition.

Anheuser-Busch
$200,000 to support agronomy research in Idaho.

ICCU Arena
Over 91% of the overall fundraising goal met. Construction is on schedule for a Fall 2021 opening.

Ashley and Mike Iupati '10
An endowment gift from the couple creates permanent funding for the Athletics Fueling Center that supports Vandal student-athletes as they work toward their goals.



BUILDING OUR FUTURE

Public-Private Partnership

50YR INVESTMENT

U of I entered into a 50-year lease of its steam plant and utility system to a concessionaire as part of a public-private partnership (P3) that will allow investment in student success and research initiatives. The 50-year agreement with Sacyr Infrastructure and Plenary closed at the end of 2020. It's designed to provide the university approximately $6 million annually over 50 years. Current funding will be invested in student scholarships, research measures including increased graduate and post-doctoral positions, as well as student recruitment efforts.

Idaho CAFE

$10M USDA FUNDING

Design for the dairy portion of the Idaho Center for Agriculture, Food and the Environment is underway with groundbreaking set for July 2021. The project will span three counties: a 2,000-cow research dairy near Rupert, a discovery complex near Jerome and collaborative food science efforts with other institutions such as the College of Southern Idaho in Twin Falls. **Dairy research** will kick off with $10 million in USDA funding received by the College of Agricultural and Life Sciences in 2020.

ICCU Arena

Idaho Central Credit Union (ICCU) Arena is slated to open in **Fall 2021** as the home of Vandal Basketball as well as campus and community events. This building shines a light on Idaho's valuable wood products industry and will be a showpiece of mass-timber construction.

Seed Potato Germplasm Facility

Construction on a new Seed Potato Germplasm Facility is underway on the Moscow campus. The **$5.2 million** project improves facilities where 90% of the state's 300-plus potato varieties trace their roots. Construction will continue through June 2021.

Campus Drive and Pedestrian Mall

Improvements to repair, upgrade and fix areas of Campus Drive and the Pedestrian Mall in Moscow were funded with **$1.7 million** from the Permanent Building Fund. Work, which also improved fire access, finished in Fall 2020.

IRIC Rooftop Solar Panels

Installation of **393 photovoltaic solar panels** on the Integrated Research and Innovation Center roof helps the university close in on the goal of carbon neutrality. The project was funded by the U of I Sustainability Center, Associated Students of the University of Idaho, U of I Facilities and private donations.

INITIATIVE

TELLING OUR STORY

A TOP BEST VALUE

The University of Idaho rose into the Top 50 of U.S. News and World Report Best Value colleges in Fall 2020, placing the state's land-grant institution at No. 37, above all public comprehensive degree-granting universities in the West and third among all public colleges and universities in the nation. The "Best Value" rankings compare overall quality of the institution related to its price and any need-based aid or discounts given.

BEST COLLEGES
U.S.News & WORLD REPORT
NATIONAL UNIVERSITIES
BEST VALUE
2021

VIRTUAL VISIT

Prospective students can interact and engage with U of I staff, talk to counselors, take a virtual tour, discover majors and even talk to a current student as part of a Virtual Visit program unveiled online in Spring 2020.

CLOSER THAN YOU THINK

Digital campaigns for students from other Western states highlight U of I's proximity with the phrase "We're Closer Than You Think." The campaigns include digital ads, custom landing pages, personalized email and video assets, all achieving an engagement benchmark above the industry standard.

INITIATIVE
STUDENT SUCCESS

$30M
SCHOLARSHIPS

5K IN-PERSON COURSE SECTIONS

15 CYBERSECURITY BACHELOR STUDENTS

↑40 VANDAL PROMISE SCHOLARSHIPS

10,791
ENROLLMENT

72% From Idaho

41% First in Family

↑21% WUE Program

↑4.2% Grad Students

↑110 LAW STUDENTS

↑3% 6-YEAR GRAD RATE

↑136 DEGREES EARNED

U OF I IN ACTION

$30 million in scholarships and waivers are offered to U of I students.

Nearly 5,000 course sections were held in-person in Fall 2020 and Spring 2021 with no cases of COVID-19 traced to the classroom.

CYBERSECURITY

15 students enrolled in Idaho's first bachelor's degree in cybersecurity, elevating decades of producing students who found careers in the field. U of I is leading a statewide coordinated educational collaboration in cybersecurity with a focus on streamlining the process for certificates and associate, bachelor and graduate degrees.

VANDAL PROMISE

The need-based Vandal Promise Scholarship helps bridge the $5,000 gap many students face after Pell grants and available scholarships, and the cost to attend college, are considered. The program grew to more than 40 students in Fall 2020.

ENROLLMENT AND RETENTION: FALL 2020

Enrollment: 10,791 – a drop of 3% in full-time, degree-seeking students.

71.7% of students are from Idaho. 41% of undergrads are the first in their family to attend college

Western Undergraduate Exchange enrollment up 21%

The WUE program provides a tuition discount to students from all 16 Western Interstate Commission for Higher Education (WICHE) states.

New graduate student enrollment up 4.2%

New College of Law students: 110 law transfer students accepted from Concordia College of Law in Boise.

RETENTION AND GRADUATION

2019-20 first-year student retention was 76.8%, down from 77.3% in 2018-2019.

Six-year graduation rate: 59.5% in FY20, up from 56.1% in FY19.

DEGREES

2,615 overall degrees/certificates earned in 2019-20, up from 2,479 in 2018-19.

INITIATIVE

PRIORITIZING RESEARCH

COVID-19 RESPONSES TOUCH MANY FRONTS

- U of I started a COVID-19 testing lab, opening testing to the Moscow campus and the greater community.
- ECHO Idaho used its teleconferencing platform to deliver real-time updates on COVID-19 protocols to Idaho healthcare providers in the early days of the pandemic.
- Researchers partnered with the City of Moscow to improve wastewater testing for SARS-CoV-2, the virus that causes COVID-19, and develop an early warning system for detecting increases of cases in the community.
- U of I modeled intervention strategies to help the Idaho Department of Health and Welfare and Gov. Brad Little's Coronavirus Task Force make healthcare decisions.
- A Department of Biological Sciences team is working to identify a cure for coronaviruses, including COVID-19. Researchers will also develop a pipeline for identifying drugs that block viruses from infecting human cells
- Breastfeeding women with COVID-19 do not pass the SARS-CoV-2 virus in milk but do transfer milk-borne antibodies that are able to neutralize the virus, according to a multi-institutional study led by U of I researchers.

U OF I, PARTNERS RECEIVE MORE THAN $2M IN DOE NUCLEAR RESEARCH FUNDING

The U.S. Department of Energy awarded more than $2 million in nuclear research funding to projects in partnership with College of Engineering faculty to advance understanding of new nuclear technologies and make them safer to operate nationwide.

RESEARCH TEAM EARNS NEARLY $6M TO BATTLE LYME DISEASE, SURGING TICK-BORNE ILLNESSES

U of I science and engineering researchers are leading a nearly $6 million National Science Foundation cooperative agreement, using large and complex data sets to improve prediction and response measures for tick-borne diseases. Researchers will design a data framework to organize and clean case data and track movement of tick-borne diseases across the U.S.

A DEEPER UNDERSTANDING OF IDAHO'S LAKES

Master's student Heather Crawford is tackling Idaho's water-related challenges to ensure clean water for industry, people and recreation in our state. Crawford's 2020 efforts on Payette Lake in McCall will provide accessible data to guide decisions on the use of regional lakes for recreation and drinking water.

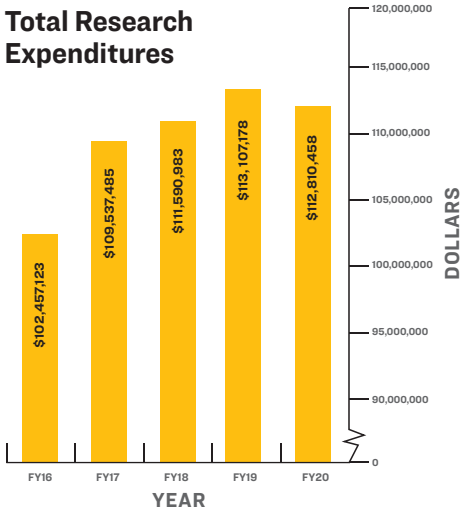
DEVELOPING NEW WHEAT VARIETIES

Researchers in the College of Agricultural and Life Sciences released three new wheat varieties, providing growers with answers for higher yields and better quality crops across the state.

$112.8 MILLION IN EXPENDITURES

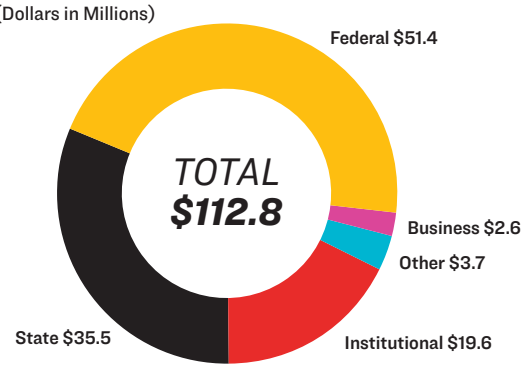
A university working group focusing on the steps to achieve R-1 status under the Carnegie Classification of Institutions of Higher Education developed a roadmap in 2020. U of I will invest in post-doctoral researchers and graduate students to help faculty accomplish research objectives. The benefit to the university will be a larger share of federal research dollars, higher quality research programs, and a greater ability to attract quality faculty and students.

Total Research Expenditures



Total Research Expenditures by Funding Source

(Dollars in Millions)



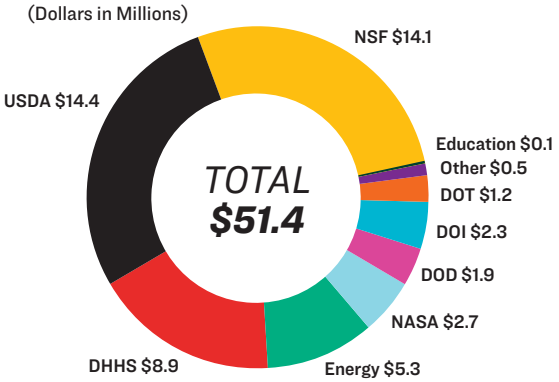
Summary of Sponsored Project Activity

SPONSORED PROJECTS	NUMBER	AMOUNT
Proposals Submitted	1015	$290,235,931

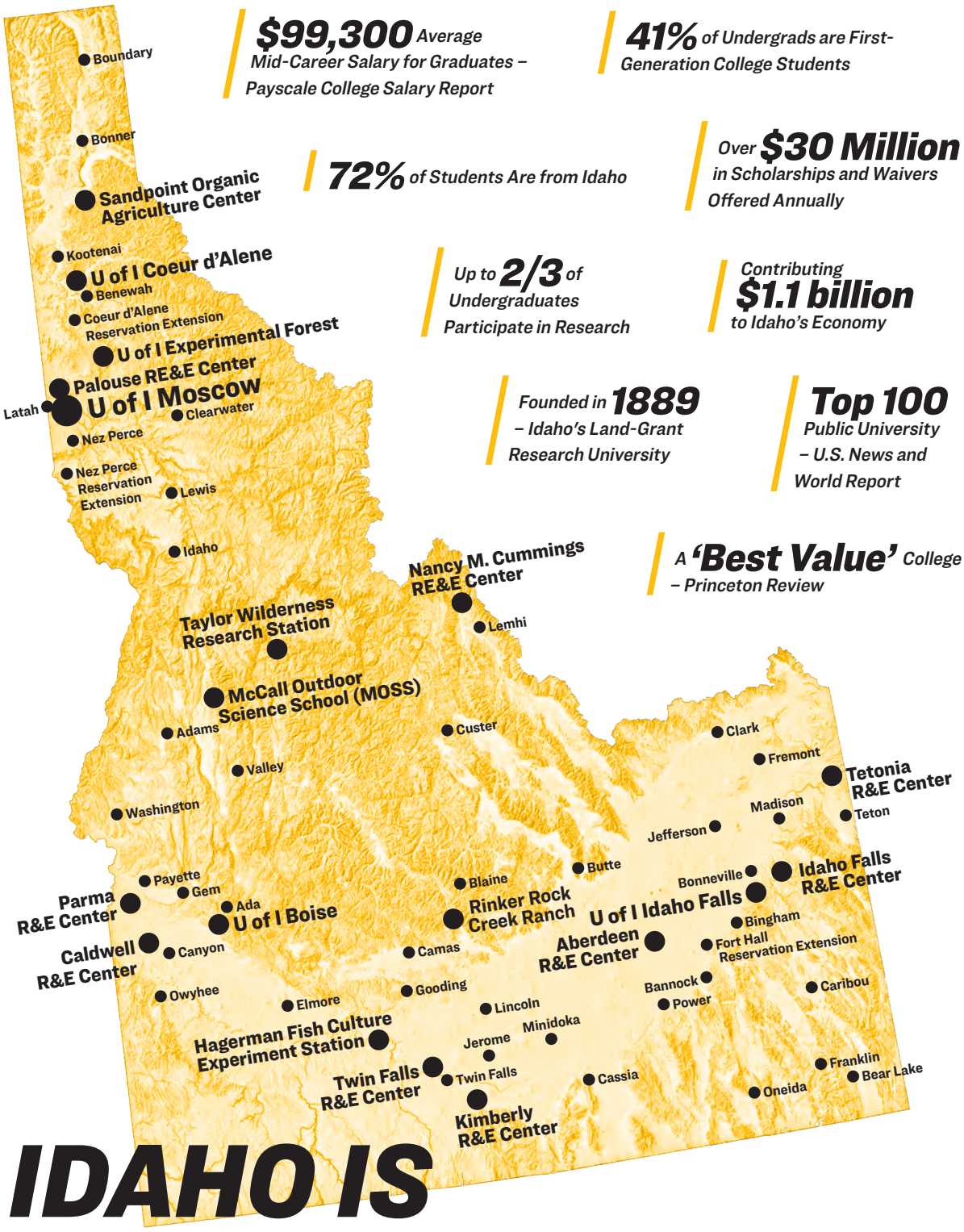
AWARDS RECEIVED	NUMBER	AMOUNT
New Awards	456	$51,306,960
Other Actions	221	$41,476,388
TOTAL AWARDS	**677**	**$92,783,348**

Federal Research Expenditures by Sponsoring Agency

(Dollars in Millions)



Data is Pending Higher Education Research And Development (HERD) approval.



$99,300 *Average Mid-Career Salary for Graduates – Payscale College Salary Report*

41% *of Undergrads are First-Generation College Students*

72% *of Students Are from Idaho*

Over **$30 Million** *in Scholarships and Waivers Offered Annually*

Up to **2/3** *of Undergraduates Participate in Research*

Contributing **$1.1 billion** *to Idaho's Economy*

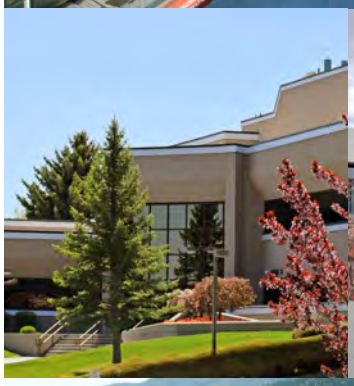
Founded in **1889** *– Idaho's Land-Grant Research University*

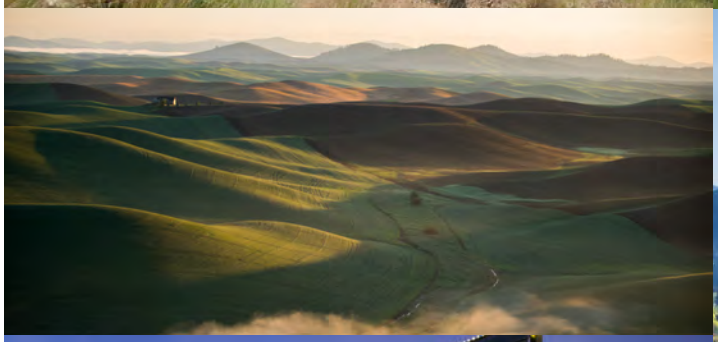
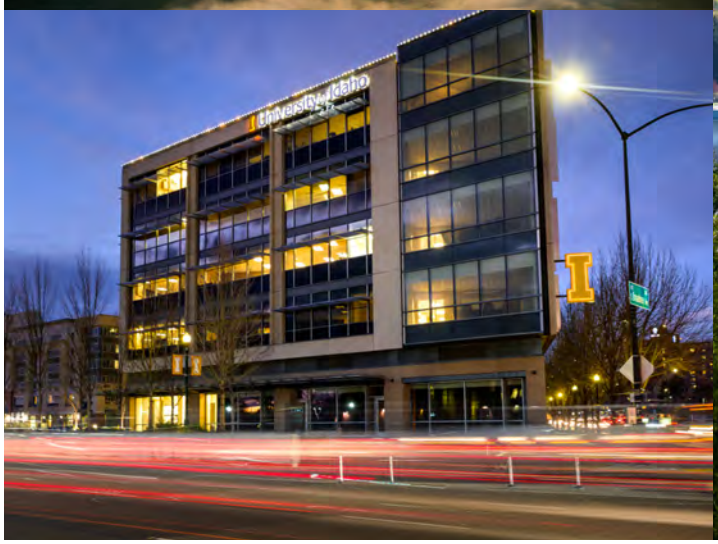
Top 100 *Public University – U.S. News and World Report*

A **'Best Value'** *College – Princeton Review*

IDAHO IS OUR CAMPUS

Serving all **44** *counties*



University of Idaho

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code
Idaho Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

BACKGROUND/DISCUSSION

According to Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. The report must include at a minimum a copy of Idaho Digital Learning Academy's Acceptable Use Policy and Fee Schedule. This report will include Accreditation, Acceptable Use, and an Idaho Digital Learning Academy fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). Idaho Digital Learning Academy is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. This virtual school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners; and is a service to Idaho students and schools. Rigorous online courses delivered by highly qualified faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho content standards, and the increased demand from colleges and industry.

IMPACT

As of March 2021, Idaho Digital Learning Academy served approximately 62,000 enrollments for the 2020-2021 school year, which is a 76% increase from the 2019-2020 school year. Of the 115 school districts in Idaho, 99% of them participated in 2020-2021. The number one reason for taking Idaho Digital Learning Academy courses is online course preference. Other reasons include courses not offered locally, scheduling conflicts; homeschool students; early graduation; medical reasons; and dual credit or AP courses offered.

Idaho Digital Learning Academy is accredited through Cognia Accreditation (formerly AdvancEd).

ATTACHMENTS

Attachment 1 – Idaho Digital Learning Academy Presentation
Attachment 2 – Fee Policy Statement

Attachment 3 – Acceptable Use Policy

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Digital Learning Academy (IDLA) was established by the legislature in in 2002 through the enactment of the Idaho Digital Learning Academy Act of 2002. Pursuant to Section 33-5502, Idaho Code, the IDLA was created as "a public school-choice learning environment which joins the best technology with the best instructional practices. The IDLA as provided for in this chapter, is not a single department of state government unto itself, nor is it a part of any of the twenty (20) departments of state government authorized by section 20, article IV, of the constitution of the State of Idaho, or of the departments prescribed in Section 67-2402, Idaho Code. It is legislative intent that the Idaho Digital Learning Academy operate and be recognized not as a state agency or department, but as a governmental entity whose creation has been authorized by the state, much in the manner as other single purpose districts." The IDLA is further defined in Section 33-5505, Idaho Code as follows:

(3) "Idaho Digital Learning Academy" means an online educational program organized as a fully accredited school with statewide capabilities for delivering accredited courses to Idaho resident students at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment. Participation in the academy by public school students shall be in compliance with academy and local school district policies. Adult learners and out-of-state students shall pay tuition commensurate with rates established by the State Board with the advice of the superintendent, and such funds shall be included in the budget and audit of the academy's fiscal records.

While the IDLA provides direct instruction to students through online courses and content, it is not considered a school in the same sense as a school that is part of a traditional school district or a public charter school. IDLA provides online courses as a service to our public schools, and students access their courses through the public school in which they are enrolled. In order to access IDLA courses the student must follow the policies established by their school of attendance and only has access to those courses the school district or charter school has identified. IDLA courses are transcripted by students' school of attendance.

BOARD ACTION

This item is for informational purposes only.

Idaho State Board of Education

Idaho State Board of Education

April 22, 2021

Dr. Cheryl Charlton
Superintendent

Jeff Simmons
Director of Supervision and Instruction

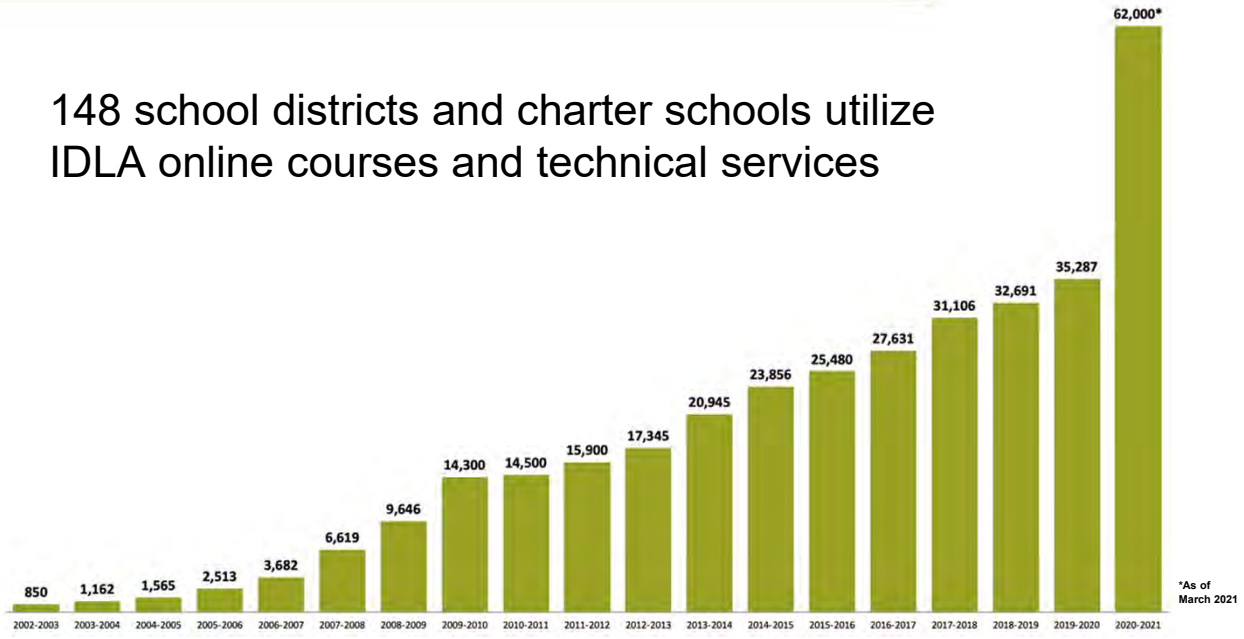
Jolene Montoya
Director of Curriculum

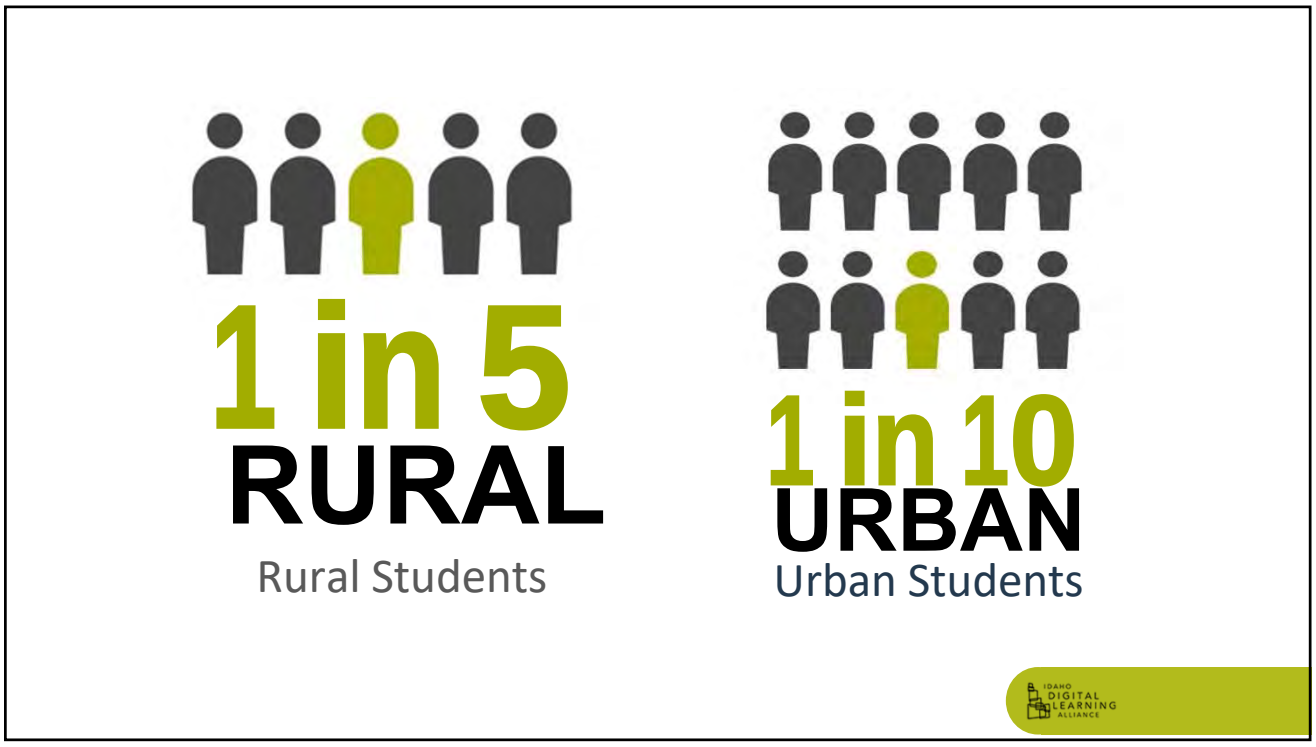
Presentation Highlights

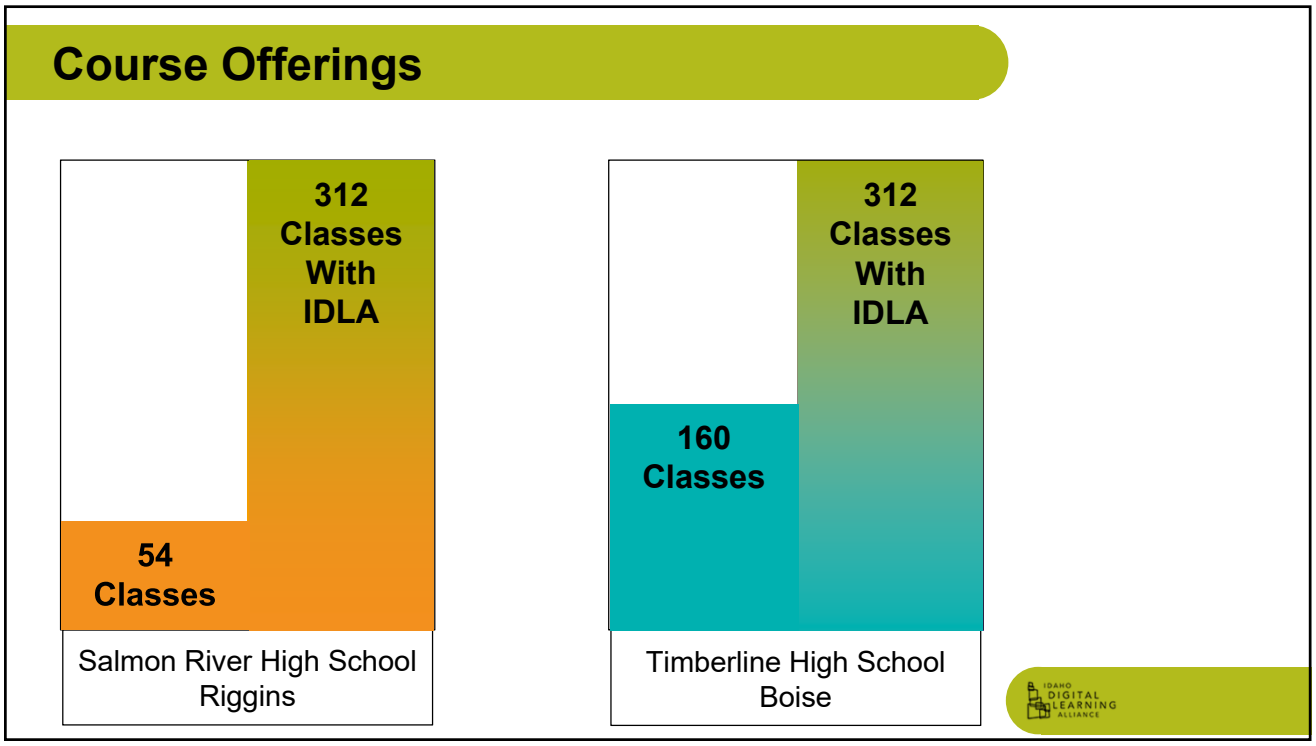
- Overview of Services
- Course Offerings and Support Resources
- Student Profiles and Growth
- Statewide Solutions for Rural and Urban
- IDLA Coronavirus Response to District Needs
- Elementary Program
- Credit Recovery

Enrollments

148 school districts and charter schools utilize IDLA online courses and technical services




1 in 5
RURAL
Rural Students
1 in 10
URBAN
Urban Students


Course Offerings
312 Classes With IDLA
54 Classes
Salmon River High School
Riggins
312 Classes With IDLA
160 Classes
Timberline High School
Boise

State Affiliate for Idaho

IDAHO RURAL EDUCATION ASSOCIATION

NATIONAL RURAL EDUCATION ASSOCIATION
ESTABLISHED 1907

digital learning COLLABORATIVE

IREA

Spring 2021

- IREA Regional Meetings
- Scholarships and member discounts
- Administrator Peer Networking
- Hiring Support
- Hardship Supports for Administrators, Business Managers, IT Support, Special Education Staff and Counselors
- Virtual student support – Virtual SLP, OT and Behavioral Health
- Support from the IRSA in key stakeholder awareness

Coming Soon!

- IREA State Conference
- Emergency Protocols
- Communications Support
- Traveling and Shared Staff
- Substitute Pools
- Collective Purchasing
- Gifted and Talented Student Support
- Humanities and CTE Content
- Course content and test prep
- CDL for Bus Drivers
- Para Certification

IDAHO RURAL EDUCATION ASSOCIATION

Post Secondary Partnerships

Apple CWI College of Western Idaho BOISE STATE UNIVERSITY

Trailhead KeyBank CWI College of Western Idaho YouLeadIdaho

LEWIS CLARK STATE COLLEGE NURSING & HEALTH SCIENCES

Nurses and Medical Facilities around the state for placement in hands-on skills

Idaho State University

Idaho Districts for placement partnerships for the practicum

IDAHO STATE DEPARTMENT OF EDUCATION NASA BOISE STATE UNIVERSITY

IDAHO DIGITAL LEARNING ALLIANCE

Post Secondary Partnerships

Cybersecurity Technical Certificate for Students (Cyber Security Professional)

CSI COLLEGE OF SOUTHERN IDAHO

GEM Certificate pathway for students (under development)

College of Eastern Idaho

(Pre-Service Teachers)

BOISE STATE UNIVERSITY TEACHER EDUCATION

Practicum Placements

Idaho State University BOISE STATE UNIVERSITY COLLEGE OF EDUCATION TEACHER EDUCATION

Idaho Workforce Development Council - Workplace Softskills Training Modules

IDAHO WORKFORCE DEVELOPMENT COUNCIL

IDAHO DIGITAL LEARNING ALLIANCE

State Supported Programs

Governor's Emergency Education Relief Funds May 2020

- **Reduce district cost for online classes**
  - Provide students with the needed courses for any achievement gap, credit recovery, graduation requirement, and preparation courses for career and college
  - Reduce costs to core and graduation required classes for all school districts and charter schools
  - Over 44,000 enrollments served with $2,100,000 grant funding
- **Create elementary program**
  - K-6 literacy and math aligned to Idaho Standards
  - Over 2,000 elementary students served with $602,000 grant funding
- **Access to digital content catalog**
  - Access to IDLA's standards-based digital instructional content
  - All core subjects and most electives, grades 7-12
  - Many districts utilized for online/hybrid instruction, reaching approximately 30,000 students
  - One time grant funding for repository creation: $181,800

COVID Response

- eDay Webpage with curated resources
- Improved Open Content at no cost
- HyperDocs
- Professional Development for remote learning
- Developing school board professional development
- Live Support Desk with HyperDocs
- Governor's Emergency Council, and Digital Divide Committee
- Co-Chaired $30 million grant committee
- Launch of K - 6 Program

Thank you for your support

Idaho State Board of Education

Governor's Office

Idaho State Legislature

Idaho State Department of Education

University Partners

25 Student Teachers during 21-22 School Year

- BSU (12)
- LCSC (5)
- ISU (4)
- WGU (2)

Student Teaching Feedback

"*I think it was a good learning experience for both of us last semester, as I was able to get a new perspective on feedback, live presentations and new ways of communicating with students, she brought a fresh new set of ideas with her. I think she took away some invaluable skills with working with students online and finding new ways to connect with them.*" - IDLA Teacher

"*I was able to share my experiences both face-to-face and online, and I was able to gather from my student teacher their experiences as well… I firmly believe that we both grew as online teachers and were able to share tools and tips with each other.*" - IDLA Teacher

"*My experience with student teaching at IDLA has been spectacular… I feel like I have been able to jump in and learn… I am so thankful to IDLA for this experience. Thank you for allowing me the opportunity to do my student teaching during a pandemic*!" - Student Teacher

Elementary - Overview

- **Supplemental program in Partnership with Local Schools**
- **ELA and Math Grades K-6**
  - **Idaho certified teachers**
  - **Research based curriculum**
  - **Personalized instruction according to the needs of the student**
  - **Common assessments to measure student growth**
  - **Live synchronous sessions required**
  - **Response to intervention process**

Elementary Parent Feedback

There was a clear theme...

"Zoom class/meetings. Seeing the teacher and kids make distance learning seem more normal." - Parent

"Zoom calls are going well. My child really enjoys seeing his teacher and classmates. Also it's exciting for my child to be called out." - Parent

"The live sessions are great! The teachers do an amazing job teaching online! My child in kindergarten especially loves using zoom and getting to interact with the other kids." - Parent

"The teachers are engaging and my kids genuinely enjoy being "in class" with them." - Parent

Elementary Student Feedback

There was a clear theme.

"I like that we get to know new people through learning online." - IDLA Student

"That I have 4 teachers my mom, ELA, Math, and at elementary school." - IDLA Student

"I like that I can communicate with my teacher and meet new friends during live class." - IDLA Student

"That I get to see my friends faces in Zoom." -IDLA Student

Emphasis on Quality

Quality Matters 2020 Community in Review Report

"Idaho Digital Learning Alliance and Springfield Public Schools -

Both of these K-12 members tackled online elementary course design in 2020. Using QM's new K-12 Rubric Annotation notes for elementary courses as a guide, these organizations worked hard to make sure even their youngest learners were set up for success."

Coming next - Elementary Launchpad

WHO: Launchpad is for students in grades K-5

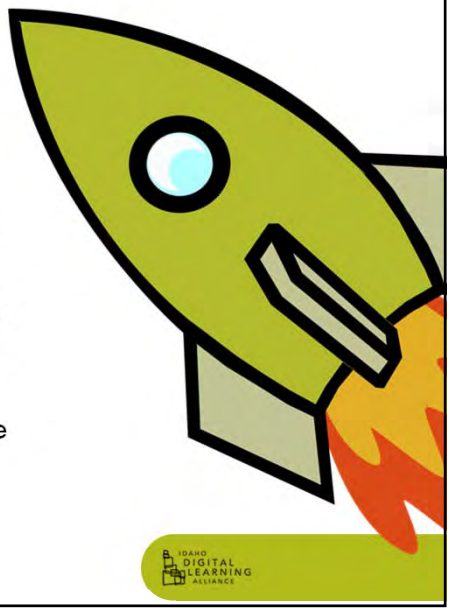
WHAT: Reading and Math enrichment and intervention classes

WHEN: Beginning Summer 2021

WHERE: Online and in-person at the local school -- local schools are our partners!

WHY: To meet the academic needs of students wherever they are

HOW: Students will work in iStation for 20-30 minutes per day on highly engaging, individualized lessons. IDLA teachers review progress and host live sessions with small groups of students. Live sessions are skill focused and child centered.



Coming Next - Elementary Science & Soc. Studies

WHO: Grades 3, 4 & 5

WHAT: Science and Social Studies offerings. New option, Independent of ELA and Math courses.

WHEN: Fall 2021

WHERE: Online, asynchronous, Optional live sessions with activities that are enrichment focused

WHY: Local schools and parents asked us for this offering

HOW:

- 16 Asynchronous lessons in Science
- 16 Asynchronous lessons in Social Studies
- Aligned to Idaho Content Standards

Coming Next - Credit Recovery

Recovery of lost learning will be important for those students with academic need

IDLA's Credit Recovery program is targeted towards those students who may have gaps in their learning

Credit Recovery will address both academic and non-academic factors correlated with student success

Credit Recovery will leverage the partnership between IDLA and the local school, utilizing both online and in-person resources

IDAHO DIGITAL LEARNING ALLIANCE

Coming Next - Credit Recovery

WHO: Students who were unsuccessful as first time learners of a specific course

WHAT: Grades 11-12 Core content (ELA, Math, Soc St, Sci)

WHEN: Beginning Summer 2021

WHERE: Online (synchronous and asynchronous) and in-person at the local school

WHY: To meet the academic needs of students in danger of not graduating

HOW: Utilizing IDLA online content, IDLA Teachers, and Social Emotional Learning (SEL) supports provided by the local school

IDAHO DIGITAL LEARNING ALLIANCE

Coming Next - Credit Recovery

Goal: Launch Grades 11-12 Core by Summer 2021

Expand offerings to include all Grades 9-12 Core by Summer 2022

Continue to build Social Emotional Learning (SEL) support for students throughout our program

Additional Student Supports

Social Emotional Learning (SEL) Initiative

- Near peer mentoring
  - Target students who have disengaged or are not logging in
- Student clubs and groups
  - Create additional opportunities for engagement with peers

eTutoring

- Currently available on demand to all IDLA Students

Thank you
IDAHO DIGITAL LEARNING ALLIANCE

ATTACHMENT 2

IDAHO DIGITAL LEARNING ACADEMY FEE POLICY

Thanks to the COVID support from the Governor, State Board of Education, and State Department of Education, IDLA will be able to offer many of our courses at a reduced rate for the 2020-2021 school year. Dual Credit and AP courses will continue to be offered at no cost with the use of the Advanced Opportunities Program. Reference IDLA session flyers for courseavailability at www.idahodigitallearning.org.

See IDLA COVID Fees Flyer for the list of reduced fee courses.

For all fees not covered by COVID funding, the following fee policy will be applied:

Fees for Idaho Digital Learning Academy: The fee schedule for 2020-2021 is determined upona per-enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) Idaho Digital Learning Academy course. Idaho Digital Learning Academy enrollment fees outlined in thisFee Policy apply to all courses offered through Idaho Digital Learning Academy unless noted otherwise below.

Idaho Digital Learning Academy Per-Enrollment Cost: The 2020-2021 cost for one (1)enrollment is $75 for Idaho students (unless covered by COVID funding).
Advanced Placement/Dual Credit Courses: Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost, unless courses are delivered in a custom session (see Custom Session Courses below).

In collaboration with Idaho Digital Learning Academy, Local Education Agencies shall assist students with obtaining college credit, examinations, and materials such as textbooks (see Textbooks below).

Custom Session Courses: All Custom Session in the 2020-2021 school year require aminimum of 12 students. Any courses requested and implemented through Idaho Digital Learning Academy's Custom Course program will incur costs based on the Custom Session Policy (see Idaho Digital Learning website for MOU Addendum and request form). This includes district requests for Hybrid Custom Sessions. Requirements for custom sessions include a minimum enrollment threshold and cost.

Custom Session Courses: All Custom Session in the 2020-2021 school year require aminimum of 12 students. Any courses requested and implemented through Idaho Digital Learning Academy's Custom Session Course program will incur costs based on the following forthe 2020-2021 school year:

ATTACHMENT 2

Total Number of Students in the Section	Regular Cohort Courses ***(minimum of 12 students)***	DC and AP Courses ***(minimum of 12 students)***	Hybrid (with video conferencing) ***(minimum of 20 students)***	Middle School Pathways, Keyboarding, STEM Careers, 8th gr. Career Exploration, and CS Discoveries ***(minimum of 12 students)***
12+	$15 per student	$180 Flat Fee	$15 per student	$15 per student

Idaho Digital Learning Alliance reserves the right to modify the fee policy. LEAs will be notified of any changes.

Middle School Keyboarding and Middle School Pathways to Success, 8th Grade Career Explorations, Computer Science Discoveries, and STEM Careers: Idaho Digital Learning Academy offers these courses at $15 per enrollment. Any middle school courses in which half the content is delivered (4 units) the Idaho Digital Learning Academy fee is also $15 per enrollment

Textbooks: Idaho Digital Learning Academy provides online textbooks in the majority of contentareas and provides access to Libraries Linking Idaho (LiLI-D). In cases where an online textbookis unavailable, Idaho Digital Learning Academy and the LEA will assist the student in obtaining the required text(s). For example, advanced placement and dual credit courses may require additional textbooks or required readings not available online. Please refer to the Idaho Digital Learning Academy Course Catalog posted at www.IdahoDigitalLearning.org for a list of requiredtextbooks.

Idaho Digital Learning Academy Refund Policy

Idaho Digital Learning Academy requires that all drops are requested or confirmed by the Site Coordinator during the school year. Drop requests initiated by a parent or guardian will be accepted for summer courses only. For a course fee to be eligible for refund and for a student to be exempt from a grade report, a drop must be initiated during the following times:

- **All cohort sessions:**
  - Orientation: If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.
  - 12 week or Custom Sessions: The Idaho Digital Learning Academy office must be notified by Friday of the 2nd week of class to receive a full refund and remove thestudent from the course.
  - 16 week session: The Idaho Digital Learning Academy office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student fromthe course.
- **Flex sessions:**
  - The drop deadline for all flex classes is 14 days after the student gains course access.
  - If a student is inactive in class for a period of 14 consecutive days, the

instructor may initiate a drop process. The Site Coordinator can confirm the drop or requestadditional time for the student to become active in the course.

- **Course Withdrawals:**
  - A course fee will not be assessed, nor will a final grade be reported to the local school if a student is withdrawn from a course prior to the drop/fee deadline.
  - Students that are withdrawn from a course after the drop deadline, will have a "W" reported to the local school, and full course fees will be assessed.
- **Exceptions to the drop-deadline may be requested by the district for extenuatingcircumstances.**

ATTACHMENT 3

IDAHO DIGITAL LEARNING ACADEMY ACCEPTABLE USE POLICY

Proper use and behavior in a distance learning environment will be determined by your school's existing guidelines covered in the district's Acceptable Use Policy (AUP) and the Idaho Digital Learning Academy's Acceptable Use of Technology Policy.

Idaho Digital Learning Academy Acceptable Use of Technology Policy (AUP)

Computers, computer networks and the internet provide essential tools that support distance learning and Idaho Digital Learning Academy. All students are expected to use Idaho Digital Learning Academy and the resources provided to access Idaho Digital Learning Academy for purposes appropriate to the education environment.

You must refrain from any use that is not consistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning Academy.

Prohibited uses of technology

The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:

- defamatory
- inaccurate
- abusive
- rude
- obscene
- profane
- sexually explicit
- threatening
- harassing
- racially offensive
- illegal
- encouraging the use of illegal materials
- inconsistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning Academy

- Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.

- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.

- Disrupting the use of technology by another user or service. This includes, but is not limited to, attempts to harm or destroy data, uploading and/or creating computer viruses,

uploading and/or downloading information without need, sending or receiving of data with the intent to degrade network performance, etc.

- Violation of any local, state, or federal regulation or statute.

- You will not use Idaho Digital Learning Academy resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning Academy board.

Idaho Digital Learning Rights and Responsibilities.

- Idaho Digital Learning Academy reserves the right to monitor all activity related to Idaho Digital Learning Academy courses or sites.

- Idaho Digital Learning Academy reserves the right to block or remove any material that is not consistent with policies, purposes, or objectives of either the host district or Idaho Digital Learning Academy.

- Opinions, advice, services and all other information expressed by Idaho Digital Learning Academy g staff, students, information providers or instructors are those of the individual and do not represent the position of Idaho Digital Learning Academy.

Discipline

Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning Academy shall be based on the severity of the infraction.

- If the Idaho Digital Learning Academy teacher or monitor feels your behavior is not consistent with the policies, purposes, or objectives of the hosting district, or Idaho Digital Learning Academy, the teacher will notify your site coordinator.

- The site coordinator is then responsible for bringing the matter before the appropriate school administrator(s) for disciplinary action.

- The teacher may also wish to hold a conference with you and your parents.

- The Idaho Digital Learning Academy board of directors also reserves the right to enact additional disciplinary action including the ability to revoke the offending student's privilege of using Idaho Digital Learning Academy.

SUBJECT

2021 Legislative Update

REFERENCE

June 2020	Board approved legislative ideas for the 2020 legislative session.
August 2020	Board approved three pieces of legislation for the 2020 legislative session.
February 2021	Board was provided an update on the progress of education related legislation and legislation that would directly impact the Board's agencies and institutions for the 2021 Legislative Session.

BACKGROUND/DISCUSSION

This item will provide the Board with an update on education-related legislation that has been introduced during the 2021 Legislative Session. This will be the Board's second opportunity to consider education-related legislation for the current session.

Board Submitted Legislation:

Of the three pieces of legislation approved by the Board at the August 2020 Regular Board meeting, one (community college tuition cap) was requested to be held by the community college presidents. The remaining two were introduced and printed by the Senate Education Committee.

SB1006 - Idaho Literacy Achievement and Accountability Act: this legislation combines existing sections of Idaho Code regarding literacy intervention and assessment provisions into a new chapter. It also defines the existing Idaho Comprehensive Literacy Plan and codifies the existing process for updating the Idaho Comprehensive Literacy Plan. It also codifies training for local governing boards on state literacy intervention resources and how to use their literacy proficiency data to set meaningful goals. As of April 22nd, this legislation had passed the Senate and was waiting on the House of Representatives 3rd Reading Calendar for consideration.

SB1007 – this legislation amends existing law to provide that local salary schedules for public school staff salaries shall include certain minimum amounts and to clarify eligibility requirements for professional endorsements and advanced professional endorsements. This legislation was incorporated into HB 280. HB 280 incorporates all of the provisions of SB1007 and adds an additional provision allowing experience earned at an accredited private school to be considered when determining eligibility for the Professional Endorsement and Advanced Professional Endorsement. HB 280 passed the House and the Senate.

Other Education Related Legislation:

HB 22a – this legislation removes the existing annual funding cap on charter school support unit growth. Existing Idaho Code limited the annual increase in support units at a single charter school to more than 30 support units per year. Last fall, two virtual charter schools exceeded this cap. Removal of the cap will allow the two virtual charter schools to receive funding resulting from the additional support units. The additional support units, statutorily, will result in additional salary based apportionment and discretionary funding. The bill included language that made it retroactive for all of FY 2021. Absent a supplemental appropriation, the fiscal impact of the additional support units over those covered by the FY 2021 appropriation would be covered by the Public Education Stabilization Fund. Following the passage of HB 22, funding was added to the public schools budgets for the Administrators Division (HB 353), Teachers Division (HB 354), and Operations Division (HB 355) to the FY 2021 appropriations. The amount indicated was identified as coming from COVID relief funds. The respective bills did not include language that set aside the current local education agency funding provisions based on average daily attendance and support units established in Chapter 10, Title 33. Additionally, the language adding the funding to the applicable public school budgets ("the Federal COVID-19 Relief Fund for the period July 1, 2020, through June 30, 2021") is not specific to the use of the added funds, nor does it take into consideration the difference between how the foundation funding is distributed to the local education agencies required by Idaho code and the draw down of the federal funding on a reimbursement bases. The total estimated cost of the added support units between the three impacted budgets is $6,137,700 (HB 353 - $329,900; HB 354 - $3,634,700; HB 355 - $2,173,200).

HB 67 – Amends existing law to clarify who has the authority to close public schools or limit school activities or programs for the purpose of stopping the spread of infection disease. Passed the House and the Senate and was signed by the Governor on March 3 2021.

HB 68 – Adds to existing law to provide for policies regarding the prevention and spread of infectious disease at public colleges and universities. Limits the authority to close Lewis-Clark State College, Boise State University, Idaho State University, and University of Idaho to the State Board of Education and the authority to close the community colleges to their local boards of trustees. Passed the House and the Senate and was signed by the Governor on March 3 2021.

HB 339a – This legislation would prohibit any state agency or political subdivision from mandating that an individual in this state must use a face mask, face shield, or other face covering for the purpose of preventing or slowing the spread of a contagious or infectious disease. This would include the public postsecondary institutions and school districts. This bill also includes a provision indicating that any violation of the prohibit would result in the termination of any disaster

emergency or public health order. This bill is on the House second reading calendar.

SB 1115 – This legislation moves the Public Charter Schools Commission out from within the Office of the State Board of Education making is a stand-alone agency under the State Board of Education. Additional amendments revert the process for appointing all commissioners back to the Governor, with confirmation by the senate and removing duplicative provisions related to the charter school performance certificates. This legislation has passed the Senate and the House.

Administrative Rules Update:

Five rule dockets were approved by the Board for the Legislature to consider during the 2021 Legislative Session. All pending rule dockets have been accepted in whole or in part by the House and Senate Education Committees.

"Normal" Pending Dockets

Docket 08-0202-2001 – Career Technical Certification. Accepted in whole.

Docket 08-0201-2002 – ADA Reporting and FTE Enrollment. Accepted in part. The methodology establishing how school districts and charter schools reported FTE student enrollment for reporting purposes only was accepted. Additional language removing a statutory conflict regarding counting only in-person students was rejected.

Docket 08-0501-2001 – Seed Certification Chapter Repeal. Accepted in whole.

Docket 47-0101-2001 – IDVR Vocation Rehabilitation Programs. Accepted in whole.

Omnibus Docket

08-0000-1900F (Fee Rule) - Administrative Code Fees in IDAPA 08 Codified as of June 30, 2019. Accepted in whole.

Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system or explain specific details of the legislation. The Board may choose to support, oppose, or remain neutral/silent on any of the legislation discussed.

IMPACT

This update provides the Board with the status of education-related legislation that has been introduced or the Board has been requested to weigh in on. Any items the Board chooses to support or oppose will provide Board staff with the authorization to share the Board's position with legislators, including to testify for or against bills based on the Board's action(s).

ATTACHMENTS

Attachment 1 – Introduced Education Related Legislation
Attachment 2 – HB22a – Governor's Transmittal Letter

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The attached summary provides a list of education-related legislation and legislation impacting state agencies and institutions, including those under the Board's governance. The status of each bill, at the time the agenda material was prepared is provided. Staff will provide updates to the Board at the meeting regarding any intervening changes that have occurred. Additional education related legislation that has been introduced prior to the Board meeting, but not included in Attachment 1, may also be discussed.

Board staff will be prepared to provide the Board with an update at the Board meeting on any pieces of legislation that the Board wishes to have additional information on.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

2021 Education/Board Agency Related Legislation

Updated 4/19/21

Bill No.	Description	Last Action
H0002	Bond, levy elections, disclosures: Requires any ballot question to authorize a bond after July 1, 2021, to the information and language required by Section 33-439 and 33-439A, Idaho Code, in order to be binding and prohibits the ballot question from including other information or language regarding any other bond, levy, or matter, whether previous, current, or proposed. Creates of penalty of $10,000 fine for failure to comply with the provisions of these sections on the office of the county clerk and nullifies passage of the bond. The secretary of state will levy the fine and deposit it in the general fund of the state of Idaho.	01/15/2021 House - Reported Printed and Referred to **State Affairs**
H0008	Bond, levy, ballot disclosures: Requires any ballot question to authorize a bond after July 1, 2021, to the information and language required by Section 33-439 and 33-439A, Idaho Code, in order to be binding and prohibits the ballot question from including other information or language regarding any other bond, levy, or matter, whether previous, current, or proposed. Allows a registered elector and resident to challenge the taxing districts failure to comply. Upon a determination by the court that the taxing district failed to comply with the provisions of this section, the court must declare the out21 come of the ballot question nullified and, in addition, must order the taxing district to reimburse the court clerk for the election costs associated with the ballot question and award court costs and fees to the complainant. School districts are taxing districts.	02/04/2021 House - Take bill off General Orders; referred to **State Affairs**
H0022a	Public charter schools, funding: Section 33-5208, Idaho Code, caps the number of support units a charter school can grow in a single year to 30. The bill will remove the support unit cap, starting with FY21. Support units are used for calculating the public schools salary-based apportionment and discretionary funding. A support unit average value in FY21 is approximately $103,000.	01/28/2021 House - **PASSED** - 68-2-0 03/05/2021 Senate - **PASSED –** 29-2-4 03/23/2021 House - Reported Signed by Governor on March 23, 2021
H0023	Endowment land exchange, repeal: This bill seeks to eliminate inactive provisions of law. In 2001, the Idaho Legislature authorized a land exchange between the Land Board, Idaho State University, the University of Idaho and the State Board of Education with the goal of transferring title of certain endowment Lands that comprised the Center for Higher Education in Idaho Falls to the universities. Since this land exchange authorized by Idaho Code 58-156 was completed in 2002.	02/04/2021 House – **PASSED** - 69-0-1 03/08/2021 Senate – **PASSED** - 35-0-0 03/12/2021 House - Reported Signed by Governor on March 12, 2021
H0053	Electronic notices, govt entities: Allows public notices by governmental entities, including state agencies, institutions, and school districts the option to publish public notices or publications electronically using the government entity's official website.	02/10/2021 House - **FAILED –** 32-38-0, Filed in Office of Chief Clerk

H0062	Empower parents in education act: Creates a state education savings account reserve fund for the state allocation for public education appropriations then distributes the funds 62% of all public school funds to the student education savings account; 30% to the students home district; 5% for premium payments to LEAs, 3% to the small district stabilization fund. The 62% is then divided between those students who registered with an LEA for an education savings account and 50% of that amount is deposited into the student's education savings account. Creates a per pupil levy rate reporting requirement.	02/01/2021 House - Reported Printed and Referred to **Ways & Means**
H0065	Monuments, memorials, protection: adds a new section to Chapter 1, Title 73, Idaho Code, and provides for the protection of certain historic monuments and memorials. No monument or memorial erected on State property may be relocated, removed, disturbed, or altered without approval of the Idaho Legislature by way of a Concurrent Resolution. The legislation also preserves the names of historic figures and historic events memorialized in or dedicated to public schools, streets, bridges, structures, parks, preserves, or other public areas of the State or any of its political subdivisions that were in place prior to July 1, 2021.	02/01/2021 House - Reported Printed and Referred to **State Affairs**
H0066aaS	Bond, levy election disclosures: Creates a new section of code notwithstanding any other provision of law except for the provisions of section 63-802, Idaho Code, any taxing district that proposes to submit any question to the electors of the district that would authorize any levy, except for the levies authorized for the purposes provided in sections 63-802 and 33-802(4), Idaho Code, and except for levies relating to bonded indebtedness where section 34-913, Idaho Code, applies, must include in the ballot question, or in a brief official statement on the ballot but separate from the ballot question, a disclosure setting forth in simple, understandable language. prohibits the ballot question from including other information or language regarding any other bond, levy, or matter, whether previous, current, or proposed.	02/03/2021 House - **PASSED** - 46-24-0 04/12/2021 Senate - **PASSED** – 35-0-0 04/19/2021 House – Amendments **PASSED** – 48-20-2, title approved, to JRA for enrolling
H0067	Schools, infectious disease: Amends and adds to existing law to clarify who has the authority to close schools or limit school activities or programs for the purpose of stopping the spread of infectious disease. Removes the authorization for schools to be closed on order of the State Board of Health and Welfare or local health authorities. Creates a new section of code stating only the Governor, State Board of Education or local school board/board of directors to close schools to prevent the spread of infectious disease. Includes emergency clause.	02/11/2021 House – **PASSED** - 65-5-0 02/25/2021 Senate – **PASSED** - 31-3-1 03/03/2021 House - Reported Signed by Governor on March 3, 2021
H0068	Higher ed, infectious disease: Adds to existing law to provide for policies regarding the prevention and spread of infectious disease at colleges and universities adopted by the colleges and universities and limits the authority to close the public institutions to the State Board of Education for the institutions under the Boards direct governance to the community college board of trustees for the community colleges. Includes emergency clause.	02/11/2021 House – **PASSED** - 59-11-0 02/25/2021 Senate – **PASSED** - 27-7-1 03/03/2021 House - Reported Signed by Governor on March 3, 2021

ATTACHMENT 1

H0069	Ed, continuous improvement council: Amends existing law to provide for an advisory council on continuous improvement plans and student. achievement measures and to revise provisions regarding staff evaluations, removes the requirement for school district and charter school college and career advising plans, and literacy intervention plans to be submitted to the State Board of Education.	02/01/2021 House - Reported Printed and Referred to **Education**
H0072	Lottery, joint lotteries – Amends existing law to provide that the commission may adopt certain rules and to revise joint lottery provisions. Changes in the lotteries the state participates in would impact funding for the permanent building fund, school district bond levy equalization fund, and school facilities.	02/02/2021 House - Reported Printed and Referred to State Affairs
H0073	Local gov, uniform accounting: Amends, repeals, and adds to existing law to provide for a uniform system of accounting and financial transparency from local governmental entities and education providers.	02/15/2021 House – **PASSED** - 54-15-1 03/10/2021 Senate – **PASSED** - 26-8-1 03/18/2021 House - Reported Signed by Governor on March 18, 2021
H0089	Firearms, school property: allows school district employees, with an enhanced concealed weapons license, to carry a concealed weapon on school property with or without permission of the school board.	02/05/2021 House - Reported Printed and Referred to **State Affairs**
H0090	Monuments, memorials, leg approval: provides for the protection of certain historic monuments and memorials. No monument or memorial erected on State property may be relocated, removed, disturbed, or altered without approval of the Idaho Legislature by way of a Concurrent Resolution. The legislation also preserves the names of historic figures and historic events memorialized in or dedicated to public schools, streets, bridges, structures, parks, preserves, or other public areas of the State or any of its political subdivisions that were in place prior to July 1, 2021.	02/09/2021 House – **PASSED** - 51-19-0 02/10/2021 Senate - Introduced, read first time; referred to: **State Affairs**
H0094	Criminal justice data system: Amends existing law to authorize a designee from the State Board of Education to serve on the Data Oversight Council and to provide for a vice chairman.	02/18/2021 House – **PASSED** - 70-0-0 03/11/2021 Senate - **PASSED** - 33-0-2 03/18/2021 House - Reported Signed by Governor on March 18, 2021
H0106	Election date, school districts: Idaho's election laws provide for four possible election dates each year - March, May, August and November. This legislation would eliminate the August election date.	02/15/2021 House – **PASSED** - 45-24-1 02/16/2021 Senate - Introduced, read first time; referred to: **State Affairs**
H0111	School employees, category 3: Amends existing law to provide that school employees at category 3 contract status shall not advance beyond such status until they complete certain requirements	02/25/2021 House – **PASSED** - 65-0-5 03/15/2021 Senate - – **PASSED** - 33-0-2 03/19/2021 House - Reported Signed by Governor on March 19, 2021
H0116	Higher ed tuition, fees: Amends existing law to provide that tuition and fees at state institutions of higher education shall be the same or lower in the 2021-2022 and 2022-2023 academic years as they were on December 31, 2020, and to provide for rules allowing students to opt in or opt out of paying fees.	02/11/2021 House - Reported Printed and Referred to **Education**
H0121	Voting, college credit: Amends existing law to prohibit the use of college credit to affect a student's vote.	02/12/2021 House - Reported Printed and Referred to **State Affairs**

ATTACHMENT 1

H0122	Firearms, school property: Amends existing law to provide that certain persons shall not be prohibited from possessing weapons on school property.	03/11/2021 House - **PASSED** - 52-18-0 03/12/2021 Senate - Introduced, read first time; referred to: **State Affairs**
H0127	Broadband fund, board: Adds to existing law to establish the Idaho Broadband Fund and the Idaho Broadband Advisory Board. Education infrastructure is one of the permissible areas for accessing the fund.	03/01/2021 House – **PASSED** - 40-27-3 03/15/2021 Senate - **PASSED** - 25-10-0 03/23/2021 House - Reported Signed by Governor on March 23, 2021
H0141a	Procurement, universities: Adds to and amends existing law to provide that a state agency may not enter into a noncompetitive contract with a state institution of higher education unless authorized by the Administrator of the Division of Purchasing.	03/01/2021 House - **PASSED –** 66-0-4 03/11/2021 Senate - **PASSED** - 35-0-0 03/17/2021 House - Reported Signed by Governor on March 17, 2021
H0153	Higher ed, separate budget bills: Adds to existing law to provide that separate appropriation bills shall be prepared for each state college and university.	02/15/2021 House - Reported Printed and Referred to **Appropriations**
H0169	Agency performance measures: Amends existing law to provide for certain agency performance measures. Requires at least one agency performance measure on citizen engagement, satisfaction, or trust; and one measure on employee engagement to quantify satisfaction, productivity, effectiveness, or retention.	03/08/2021 House - **PASSED** - 69-1-0 03/09/2021 Senate - Introduced, read first time; referred to: **State Affairs**
H0172	Extended learning opportunities: Adds to existing law to provide that students may receive credit for extended learning opportunities outside of the classroom or by demonstrating prior knowledge of a content area. This is already allowed at the school district or charter schools discretion.	03/02/2021 House – **PASSED** - 67-2-1 03/16/2021 Senate - **PASSED** - 34-0-1 03/23/2021 House - Reported Signed by Governor on March 23, 2021
H0173	School safety and security program: Amends existing law to establish the School Safety and Security Program in the Office of the State Board of Education.	03/02/2021 House – **PASSED** - 68-0-2 03/08/2021 Senate - **PASSED** - 34-0-1 03/19/2021 House - Reported Signed by Governor on March 19, 2021
H0174	School boards, local education orgs: Amends existing law to provide that a board of school district trustees "may" rather than "shall" enter into a negotiation agreement with a local education organization.	03/08/2021 House - **PASSED** - 45-25-0 03/09/2021 Senate - Introduced, read first time; referred to: **Education**
H0175	Education, in-person: Amends existing law to provide for in-person instruction when possible during an emergency. Amends Section 33-1612, Idaho Code, Thorough System of Public Schools, identifying a student's individual right to uninterrupted education as part of the state's thoroughness provisions. The State Constitution establishes a duty to provide a uniform, thorough, and fee system of public education.	03/02/2021 House – **PASSED** - 55-14-1 04/06/2021 Senate – **PASSED** - 35-0-0 04/13/2021 House - Reported Signed by Governor on April 13, 2021
H0178	Apprenticeships, licensing: Adds to existing law to provide for certain apprenticeship programs.	03/02/2021 House – **PASSED** - 65-2-3 04/08/2021 Senate - **PASSED** – 35-0-0; 04/13/2021 House - Reported Signed by Governor on April 13, 2021
H0203	School bus drivers, retired: Amends existing law to provide that persons qualified to drive school buses who have retired may be rehired while still receiving PERSI benefits.	03/03/2021 House - **PASSED -** 67-0-3 04/06/2021 Senate - **PASSED** - 35-0-0 04/13/2021 House - Reported Signed by Governor on April 13, 2021

ATTACHMENT 1

H0215	Education expenses: Amends existing law to establish the Strong Students Grant Program and the Strong Students Scholarship Program, which provide funds to eligible students for certain education expenses.	03/08/2021 House - U.C. to be returned to Education Committee *Replaced by HB294*
H0220	Abortion, public funds: Adds to existing law to prohibit the use of public funds for abortion. Amendments include references to higher education institution, the State Board of Education and the Department of Education	03/02/2021 House – **PASSED** - 55-14-1 04/07/2021 Senate - Reported out of committee; to 14th Order for amendment
H0221	Teacher certificates: Adds to existing law a new section to provide for teacher certificates specific to a local education agency (school district or public charter school). Minimum qualification include BA/BS, requires mentoring and PD for unspecified amount of time. No endorsement, continuing education requirements or renewal.	03/04/2021 House – **PASSED** - 54-13-3 03/05/2021 Senate - Introduced, read first time; referred to: **Education –** Held in Committee
H0222	Ed, continuous improvement, commission: Amends existing law to provide for a commission on continuous improvement plans and student achievement measures and to revise provisions regarding staff evaluations, college and career advising, and literacy intervention.	03/04/2021 House – **PASSED** - 52-15-3 04/07/2021 Senate – **PASSED** - 35-0-0 04/13/2021 House - Reported Signed by Governor on April 13, 2021
H0226	APPROPRIATIONS – OFFICE OF THE STATE BOARD OF EDUCATION – Relates to the appropriation to the Office of the State Board of Education for **fiscal year 2021.**	03/02/2021 House – **FAILED** - 34-36-0 03/02/2021 House - Filed in Office of the Chief Clerk
H0227	APPROPRIATIONS – PUBLIC TELEVISION – Relates to the appropriation to Idaho Public Television for **fiscal year 2021.**	03/10/2021 House - U.C. to be returned to Appropriations Committee
H0244	College credit, voting – Amends existing law to prohibit the exchange of college credit for a student's vote.	02/25/2021 House - Reported Printed and Referred to **State Affairs**
H0247	Ed expenses, reimbursement - Adds to existing law to provide for reimbursement to parents for eligible education expenses under certain circumstances.	02/26/2021 House - Reported Printed and Referred to **Education** *Replaced with HB 293*
H0248	School districts, health insurance - Adds to existing law to provide that a school district or public charter school may use part of its salary-based apportionment to pay for its employees to be covered by the state employee health insurance plan.	03/04/2021 House – **PASSED** - 51-14-5 03/05/2021 Senate - Introduced, read first time; referred to: **Education**
H0249	Human sexuality, instruction - Amends existing law to change the current requirement allowing parents to opt out their student from participation in instruction regarding human sexuality to a requirement that the parent or guardian opt their student in to such education.	03/05/2021 House – **PASSED** - 56-12-2, 03/08/2021 Senate - Introduced, read first time; referred to: **Education**
H0250a	Advanced opportunities, exams - Amends existing law to provide that advanced opportunities funds may be used for college entrance examinations, preliminary college entrance examinations, and exam proctor fees and other administrative costs.	03/10/2021 House - **PASSED** - 68-0-2 04/08/2021 Senate - **PASSED** - 34-0-1 04/13/2021 House - Reported Signed by Governor on April 13, 2021
H0263	Approp, work dev council, orig - WORKFORCE DEVELOPMENT COUNCIL – Relates to the appropriation to the Workforce Development Council for **fiscal year 2022**, including funding for the Workforce Development Training Fund and new funds for the your apprenticeship readiness grants.	03/04/2021 House – **PASSED** - 59-8-3 03/11/2021 Senate - **PASSED** - 35-0-0 03/17/2021 House - Reported Signed by Governor on March 17, 2021
H0264	Facilities funds, charter schools - Amends existing law to revise provisions regarding public charter school facilities funds. This	03/08/2021 House - **PASSED** - 69-0-1 04/08/2021 Senate - **PASSED** - 34-0-1

ATTACHMENT 1

	amendment to Idaho Code 33-5208 eliminates an automatic reduction in the Charter School Facilities fund if there is a reduction of the total educational support.	04/13/2021 House - Delivered to Governor at 10:20 a.m. on April 13, 2021
H0265	Ed, transportation, emergency costs - Amends existing law to provide for the state share of the Transportation Support Program following an emergency. The case that an emergency disrupts the normal operations, the formula will compare the reimbursable cost to last non-emergency impacted fiscal year. If there is a decrease of 10% or more, the reimbursement will be based upon the non-emergency year.	03/08/2021 House - **PASSED** - 69-0-1 04/08/2021 Senate - **PASSED** - 34-0-1 04/13/2021 House - Delivered to Governor at 10:20 a.m. on April 13, 2021
H0280	Ed, professional endorsements – Incorporates the amendments in the Board's bill, SB 1006, to the definition of local salary schedules and clarifying the award of the professional endorsements and advanced professional endorsements for out of state teachers. New amendments add provisions for instructional staff working in private schools to have their experience recognized in the same manner as out of state instructional staff for purposes of earning the professional endorsements and placement on the career ladder.	03/09/2021 House - **PASSED** - 65-0-5 04/08/2021 Senate – **PASSED** – 70-0-0 04/13/2021 House - Reported Signed by Governor on April 13, 2021
H0281	Mask mandates, prohibition - Adds to existing law to establish provisions prohibiting state or political subdivisions, including schools, from issuing mask mandates.	03/04/2021 House - Reported Printed and Referred to **State Affairs**
H0283	Approp, public television, orig - Relates to the appropriation to Idaho Public Television for **fiscal year 2022.**	03/08/2021 House - **PASSED** - 36-34-0 03/16/2021 Senate - **PASSED** - 28-6-1 03/19/2021 House - Reported Signed by Governor on March 19, 2021
H0293	Ed expenses, parents, reimbursement Adds to existing law to provide for reimbursement to parents for eligible education expenses when their students school does not provide for in-person learning.	03/10/2021 House - **PASSED** - 55-15-0 03/11/2021 Senate - Introduced, read first time; referred to: **Education** *Replaced HB 247*
H0294a	Strong students grant, scholarship - Amends existing law to establish the Strong Students Grant Program and the Strong Students Scholarship Program, which provide funds to eligible students for certain education expenses, including private school tuition.	03/09/2021 House - **PASSED** - 47-22-1 04/05/2021 Senate - **FAILED** - 16-18-1 04/09/2021 House - Returned from Senate Failed; Filed in the office of the Chief Clerk *Replaced HB 215*
H0298	Immunizations, exemptions - Amends existing law to provide that school officials shall provide parents and guardians with information in communications regarding student immunizations, indicating how they can exempt their student from the state immunization requirements.	03/12/2021 House – **PASSED** - 59-10-1 04/13/2021 Senate – **PASSED -** 30-5-0 04/19/2021 House - Returned Signed by the President; Ordered Transmitted to Governor
H0299	College credit, voting - Amends existing law to prohibit the exchange of college credit to influence a student's vote.	03/10/2021 House – **PASSED** - 63-6-1 03/19/2021 Senate - Reported out of committee; to 14th Order for amendment
H0301	Required immunization liability act - If an employer requires its employees to receive a vaccination, this legislation specifies that the employer assume liability for damages that may have arisen from requiring their employees to receive a vaccination.	03/08/2021 House - Reported Printed and Referred to **Commerce & Human Resources**

ATTACHMENT 1

H0318	Approp, edu bd, comm college, orig - Relates to the appropriation to the State Board of Education for Community Colleges for **fiscal years 2021 and 2022.**	03/18/2021 House - **PASSED** - 53-14-3 03/18/2021 Senate – **PASSED** - 33-2-0 03/23/2021 House - Reported Signed by Governor on March 23, 2021
H0320	Driver's education - Amends, repeals, and adds to existing law regarding driver's education programs and driver's permits. These amendments could impact the Driver Training Account pursuant to Section 49-208, Idaho Code. All disbursements for driver training purpose made from this account are made under certificate of the State board of Education. This program is managed by the Department of Education.	03/18/2021 House - Take bill off General Orders; referred to **State Affairs**
H0321	School board trustee vacancies - Amends existing law to revise provisions regarding school board trustee recall elections and vacancies.	03/12/2021 House - Reported Printed and Referred to **State Affairs**
H0329	Sch boards, student clubs and orgs - Amends existing law to provide that school boards shall have the authority to adopt policies and procedures regarding student clubs and organizations.	04/07/2021 House – **PASSED** - 52-18-0 04/08/2021 Senate - Introduced, read first time; referred to: **Education**
H0330	Residency reqs, armed forces - Amends existing law to revise residency requirements for former members of the United States armed forces.	03/18/2021 House - Reported Printed and Referred to **Education** – Held in Committee
H0331	Full-day kindergarten - Amends existing law to provide funding for full-day kindergarten and to provide that students in full-day kindergarten shall be counted as full-time students for purposes of enrollment counts.	03/12/2021 House - Reported Printed and Referred to **Education**
H0338	Approp, controller, orig - Relates to the appropriation to the Office of the State Controller for fiscal year 2022. Includes	04/12/2021 House - **PASSED** - 54-13-3 04/14/2021 Senate - **PASSED** - 35-0-0 04/19/2021 House - Returned Signed by the President; Ordered Transmitted to Governor
H0339a	Mask mandates, prohibited - Adds to existing law to establish provisions regarding the prohibition of mask mandates, including public postsecondary institutions and school districts.	04/14/2021 House – **PASSED** - 47-22-1 04/19/2021 Senate - Introduced, read first time; referred to: **Health & Welfare**
H0350	School trustee elections - Amends existing law to revise provisions regarding appointments and elections to fill vacant school trustee positions after a recall or resignation following a recall petition.	04/16/2021 House - **PASSED** – 55-14-1 04/19/2021 Senate - Introduced, read first time; referred to: **State Affairs**
H0351	School community councils – Adds to existing law to establish provisions regarding school community councils at each public school. Councils will serve in an advisory capacity to school and district administrators and the school board.	04/13/2021 House - Bill Previously Held at Desk, Referred to **Ways & Means**
H0352	Racist, sexist concepts – Adds to existing law to prohibit instruction and advocacy in public schools on racist or sexist concepts.	04/13/2021 House - Bill Previously Held at Desk, Referred to **Ways & Means**
H0353	Approp, pub schls admin, orig – ADMINISTRATORS DIVISION – Relates to the appropriation to the Public Schools Educational Support Program's Division of Administrators for fiscal year 2022 and fiscal year 2021.	04/19/2021 House - U.C. to hold place on third reading calendar one legislative day

ATTACHMENT 1

H0354	Approp, pub schls teachers, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Teachers for fiscal year 2022 and fiscal year 2021.	04/13/2021 House - **FAILED –** 34-34-2, Filed in Office of Chief Clerk
H0355	Approp, pub schls operations, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Operations for fiscal year 2022 and fiscal year 2021.	04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
H0356	Approp, pub schls children's, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Children's Programs for fiscal year 2022 and fiscal year 2021	04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
H0357	Approp, pub schls facilities, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Facilities for fiscal year 2022.	04/07/2021 House – **PASSED** - 70-0-0 04/13/2021 Senate – **PASSED** – 34-0-1 04/19/2021 House - Returned Signed by the President; Ordered Transmitted to Governor
H0358	Approp, pub schls cntrl srvs, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Central Services for fiscal year 2022.	04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
H0359	Approp, pub schls deaf blind, orig– Relates to the appropriation to the Public Schools Educational Support Program's Division of Educational Services for the Deaf and the Blind for fiscal year 2022.	04/07/2021 House - **PASSED** - 70-0-0 04/12/2021 Senate – **PASSED** – 35-0-0 04/15/2021 House - Delivered to Governor at 11:05 a.m. on April 15, 2021
H0364	Critical thinking, higher ed: Protecting Critical Thinking In Higher Education – Adds to existing law to implement the Protecting Critical Thinking in Higher Education Act.	04/16/2021 House - **PASSED** – 56-12-2 04/19/2021 Senate - Introduced, read first time; referred to: Education
H0368	Extracurricular, review boards– Amends existing law to prohibit the supervision and regulation of public school extracurricular activities by certain entities unless such entities establish a review board and to provide requirements for and duties of the review board.	04/15/2021 House - Reported Printed and Held at Desk
H0372	Approp, edu department, orig	04/19/2021 House - Read second time; Filed for Third Reading
H0375	State budget, education– Adds to existing law to prohibit certain conduct and educational materials in public schools, including institutions of higher education, and to prohibit the expenditure of moneys for certain purposes.	04/19/2021 House - Reported Printed and Referred to **Education**
HCR009	Immunizations, requirements - States findings of the Legislature and declares that the Legislature shall oppose efforts to require, mandate, or force the immunization, vaccination, inoculation, or genetic modulation of any person against that person's will.	02/26/2021 House - Bill Previously Held at Desk, Referred to **Health & Welfare**
HCR012	Social justice, universities - States findings of the Legislature and declares that social justice ideology as taught in universities does not serve the public good.	03/04/2021 House - Reported Printed and Referred to **Education**
HCR016	High school activities, coaching– States findings of the Legislature and requests that the Idaho High School Activities Association to amend its bylaws and rules and modify Rule 17-2-3 to exclude parents from this rule; to cease creating additional rules that restrict parents' constitutional rights to "nurture and direct their children's destiny"; to	04/13/2021 House - Bill Previously Held at Desk, Referred to **Ways & Means**

	comment parents who are actively involved in the nurturing, development, and growth of their children and applaud their participation and active role in their children's scholastic and non-scholastic activities.	
HCR019	ARPA funds, study committee – States findings of the Legislature and creates a legislative interim committee to study and make recommendations regarding the expenditure of certain federal funds received under the American Rescue Plan Act of 2021 – The committee shall study and make recommendations to the Second Regular Session of the Sixty-sixth Idaho Legislature regarding the expenditure of federal funds received under ARPA for any purpose other than water infrastructure, broadband infrastructure, and sewer infrastructure.	04/09/2021 House - **ADOPTED** - 54-13-3 04/12/2021 Senate - Introduced, read first time; referred to: **State Affairs**
HCR020	ARPA funds, study committee – States findings of the Legislature and creates a legislative interim committee to study and make recommendations regarding the expenditure of federal funds for sewer and broadband infrastructure under the American Rescue Plan Act of 2021. The committee shall be composed of the members of the House of Representatives Environment, Energy and Technology Committee and the members of the Senate Local Government and Taxation Committee. The committee shall study and make recommendations to the Second Regular Session of the Sixty-sixth Idaho Legislature regarding the expenditure of federal funds received for broadband infrastructure and sewer infrastructure under ARPA.	04/09/2021 House - **ADOPTED** - 55-11-4 04/19/2021 Senate - Reported out of Committee with Do Pass Recommendation; to 10th order; held one legislative day
S1006	Idaho literacy achievement and accountability act: Amends, repeals, and adds to existing law to enact the Idaho Literacy Achievement and Accountability Act.	01/26/2021 Senate **PASSED** 35-0-0 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
S1007	Ed, salary schedules, professional endorsements: Amends existing law to provide that local salary schedules for public school staff salaries shall include certain minimum amounts and to clarify eligibility requirements for professional endorsements and advanced professional endorsements.	01/26/2021 Senate **PASSED** 35-0-0 01/27/2021 House - Read First Time, Referred to **Education** *Replaced by HB 280*
S1008	Approp, edu bd, office, add'l: $166,500 **FY21 Supplemental** budget for IT and Data Management	01/26/2021 Senate **PASSED** 35-0-0 01/29/2021 House **PASSED** 64-3-3 02/09/2021 Senate - Signed by Governor on 02/09/21
S1039a	Workforce readiness diploma: Adds to existing law to provide for a workforce readiness diploma. Requires students to pass a technical skills assessment, the workplace readiness assessment, and demonstrate competency of career technical education program standards to be issued a workforce readiness diploma by a school district or charter school.	02/08/2021 Senate – **PASSED** - 33-0-2 04/12/2021 House – **PASSED** - 67-0-3 04/19/2021 Senate - Amendment **PASSED** - Ayes 35 Nays 0 Excused 0; title approved; to enrolling
S1043a	School board hearings, exec session: Amends Idaho Code 33-205 to allow for student hearings in executive session, to preserve the privacy of the student.	02/11/2021 Senate – **PASSED** - 32-2-1 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
S1045	Edu, advanced opp, nonpublic school: Creates a new section to provide advanced opportunities funding for nonpublic school students, subject	02/16/2021 Senate - **PASSED** – 28-6-1 04/12/2021 House - **PASSED** - 66-1-3

	to appropriation. Limits the per student amount to $750 per student for their four years of high school.	04/14/2021 Senate - Reported delivered to Governor at 2 p.m. on 04/14/21
S1046a	Innovation classrooms: Creates a new section to provide for the creation of innovation classrooms in which an alternative curriculum will be taught. Requires school districts to establish innovation classrooms using alternate curriculum when requested by a group representing 24 or more students. Excludes students participating in an innovative classroom from being included in the school accountability results unless wanted by the school district.	03/05/2021 Senate - **PASSED** – 26-7-2 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
S1052	Elementary students, flex schedules: Adds to existing law to provide for flexible school schedules for academically advanced elementary school students.	02/04/2021 Senate - Reported Printed; referred to **Education**
S1061a	Election deadlines - Amends existing law to revise provisions regarding certain election deadlines. The purpose of this legislation is to provide clearer and more consistent deadlines in election processes. This legislation was amended in the house to also remove the August election date for community colleges and school districts on bonded indebtedness and property tax levy questions.	03/02/2021 Senate – **PASSED** - 35-0-0 04/19/2021 House - **PASSED** – 46-21-3, title approved, to Senate
S1067	Elections, recall petitions: In the event that a school discontinuance election is held, the cost of conducting the election would be borne by the county, rather than the school district.	02/18/2021 Senate – **PASSED** - 35-0-0 03/05/2021 House - Reported out of Committee with Do Pass Recommendation, Filed for Second Reading
S1075	Kindergarten, jump-start program: creates a kindergarten jump-start program and parent training program that would allow a school district to offer a four week kindergarten jump-start program and training program for parents.	02/24/2021 Senate – **PASSED** - 32-1-2 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
S1091	Approp, edu bd, office, add'l: This bill provides an additional appropriation of $50,000 in onetime trustee and benefit payments from the Miscellaneous Revenue Fund to the Office of the State Board of Education for **FY 2021.**	02/17/2021 Senate – **PASSED** - 34-0-1 03/12/2021 House - **PASSED** - 69-0-1 03/17/2021 Senate - Signed by Governor on 03/17/21
S1105	Bond, levy expiration, tax notice: Amends existing law to revise bond and levy expiration date information.	03/04/2021 Senate – **PASSED** - 34-0-1 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
S1109	Idaho promise mentor program: Adds to existing law to establish a volunteer college and career mentoring program in the Office of the State Board of Education.	02/25/2021 Senate - **FAILED -** 17-17-1; to Secretary of Senate
S1114	K-3 technology program: Adds to existing law to provide that certain funds shall be allocated for a kindergarten through grade 3 technology program covering reading, math, science, or a combination of such subjects.	02/16/2021 Senate - Reported Printed; referred to **Education**
S1115	Public charter schools: This legislation would move the Public Charter School Commission out from under the Office of the State Board of Education, and make it a separate agency under the State Board. It would authorize the Commission to appoint a director, and for the director to hire staff. Additional amendments revert the appointing authority for all Commission members back to the Governor and	03/01/2021 Senate - **PASSED -** 34-0-1 04/08/2021 House - **PASSED -** 69-1-0 04/14/2021 Senate - Signed by Governor on 04/14/21

	amends existing law to remove provisions regarding a performance framework and to revise provisions regarding the Public Charter School Commission.	
S1116a	Weapons, school property: Amends existing law to revise provisions regarding expulsion of or denial of enrollment to students who possess dangerous or deadly weapons or firearms on school property.	03/02/2021 Senate - **PASSED -** 35-0-0 04/06/2021 House - **PASSED** - 69-0-1 04/14/2021 Senate - Signed by Governor on 04/14/21
S1117	Quality educator loan assistance: Adds to existing law to establish the Quality Educator Loan Assistance Program. This is a education loan repayment program for educators willing to work in rural schools with large populations of economically disadvantaged students.	02/16/2021 Senate - Reported Printed; referred to **Education**
S1135	Firearms, schools - Amends existing law to revise provisions regarding possession of a firearm or other deadly weapon on school grounds. It does not allow students of the school to carry firearms on school property, even if they qualify for an enhanced carry permit. It also requires that the decision to authorize personnel to carry be included in the school district or charter school's annual safety plan.	02/24/2021 Senate - Reported Printed; referred to **State Affairs**
S1147	Approp, edu bd, ag research, orig – Relates to the appropriation to the Agricultural Research and Cooperative Extension Service for **fiscal year 2022.**	03/04/2021 Senate – **PASSED** - 34-0-1 03/16/2021 House - **PASSED** - 69-0-1 03/22/2021 Senate - Signed by Governor on 03/22/21
S1148	Approp, STEM action center, orig - Relates to the appropriation to the STEM Action Center for **fiscal year 2022.**	03/04/2021 Senate – **PASSED** - 34-0-1 03/05/2021 House - **PASSED** - 69-0-1 03/22/2021 Senate - Signed by Governor on 03/22/21
S1152	Approp, voc rehab, orig – Relates to the appropriation to the Division of Vocational Rehabilitation for **fiscal year 2022.**	03/04/2021 Senate – **PASSED** - 34-0-1 03/05/2021 House - **PASSED** - 69-0-1 03/22/2021 Senate - Signed by Governor on 03/22/21
S1154	Approp, edu bd, career tech, orig – Relates to the appropriation to the Division of Career Technical Education for **fiscal year 2021 and fiscal year 2022.**	03/04/2021 Senate – **PASSED** - 34-0-1 03/18/2021 House – **PASSED** - 69-0-1 03/24/2021 Senate - Signed by Governor on 03/24/21
S1175	Approp, edu bd, hlth prgms, orig - Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for **fiscal year 2022.**	03/15/2021 Senate - **PASSED** - 33-2-0 04/12/2021 House - **PASSED** - 38-29-3 04/16/2021 Senate - Signed by Governor on 04/16/21
S1179	Approp, edu bd, college univ, orig – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education for **fiscal years 2021 and 2022.**	03/17/2021 Senate - **PASSED -** 27-6-2 04/07/2021 House – **FAILED** - 13-57-0 04/08/2021 Senate - Returned from House Failed; to Secretary of Senate
S1187	Approp, edu bd, special prgms, orig – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Special Programs for **fiscal year 2022.**	03/18/2021 Senate - **PASSED -** 34-1-0 04/12/2021 House - **PASSED** - 49-18-3 04/16/2021 Senate - Signed by Governor on 04/16/21
S1192	Approp, edu bd, charter com, orig – Relates to the appropriation to the Public Charter School Commission for **fiscal year 2022**. Moves the	04/08/2021 Senate – **PASSED** - 34-0-1 04/12/2021 House - – **PASSED** - 67-0-3

ATTACHMENT 1

	funding from the Office of the State Board of Education to the Public Charter School Commission as a separate division under the Board. *Trailer bill to SB115.*	04/19/2021 Senate - Reported signed by the Speaker & ordered delivered to Governor
S1193	Approp, edu bd, office, add'l– Relates to the appropriation to the Office of the State Board of Education for fiscal year 2021 – Early Education Grant (PDG)	04/12/2021 Senate - **PASSED -** 18-17-0 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
S1202	Approp, edu bd, office, orig - This is the FY 2022 original appropriation bill for the Office of the State Board of Education. It appropriates a total of $30,524,700 and caps the number of authorized full-time equivalent positions at 56.25. This budget includes support for the central Administration Program, IT and Data Management Program, and the Office for School Safety and Security. T	04/14/2021 Senate – **PASSED** – 31-4-0 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
S1204	ARPA funds, state funds - Adds to existing law to provide that ARPA moneys are cognizable and to create governing principles and funds for their expenditure.	04/19/2021 Senate – **PASSED** - 26-9-0 04/19/2021 House - Read First Time, Filed for Second Reading
SCR105	Rule rejection, board of ed: States findings of the Legislature and rejects certain subsections of a rule of the State Board of Education relating to Rules Governing Administration.	02/15/2021 Senate – **ADOPTED** – voice vote 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day

	Bill passed/adopted at least one legislative body
	Bill passed both bodies
	Bill failed
	No action on bill in last 30 days
	Board approved bills, submitted through executive agency process or budget request process

SUBJECT

Accountability Oversight Committee School Quality Recommendations

REFERENCE

October 2015	Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver.
August 2016	Accountability Oversight Committee presented recommendations to the Board regarding a new accountability framework, aligned to the Every Student Succeeds Act. The recommended framework included a recommendation to include chronic absenteeism on the state data dashboard.
August 2017	Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support.
December 2018	Board received the fiscal year 2019 report from the Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
February 2019	Board approved amendments to the ESSA Plan, based on recommendations from the Assessment and Accountability team at the SDE and the Accountability Oversight Committee.
June 2020	Board received the fiscal year 2020 report from the Accountability Oversight Committee with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-2019 Student Achievement Report.
December 2020	Board received an update from the Accountability Oversight Committee on the status of the committee's review of the state's high school accountability assessment and school quality measure.
February 2021	Board adopted recommendations from the Accountability Oversight Committee on the state assessments administered in high school, including moving the administration of the ISAT to the 11th grade.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q.

Section 33-110, Idaho Code

Idaho Administrative Code, IDAPA 08.02.03 – Section 112, Accountability; IDAPA 08.02.02 – Section 114, Failure to Meet Annual Measurable Progress

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee of the Board. Board policy I.Q. assigns two responsibilities to the committee:

a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

In June 2020, Board President Critchfield tasked the AOC with additional work to gather and analyze information and make recommendations to the Board regarding two aspects of the state's K-12 accountability system: the high school assessment for accountability, and the school quality measure. Based on previous AOC analysis in annual reports and other feedback received by the Board, the committee was asked to consider whether the student engagement surveys are valuable school quality measures within the accountability system.

Prior to developing these recommendations, the AOC analyzed the state's student engagement survey data and the Cognia study (Appendix D) which examined the correlations between Idaho students' level of engagement (as reported through the student engagement surveys) and their academic achievement. After reviewing the AOC's previous work (from 2015 and 2016) and the school quality measures previously considered for the accountability framework, the AOC discussed possible school quality measures and their benefits and challenges. The AOC identified chronic absenteeism as a potential metric and delved deeply into available research and data on absenteeism, as well as models used by other states to incorporate chronic absenteeism into their accountability systems.

The AOC's recommendations regarding the school quality measures are detailed in Attachment 1. The committee report includes four appendices. Appendix A is a presentation on Chronic Absence provided to the AOC by Abelardo Fernandez, Vice President of Collective Impact and Director of the National Center for Community Schools for Children's Aid. It provides information on chronic absenteeism, data indicating the importance of the metric, and strategies schools can use to address absenteeism issues. Appendix B provides infographics from Attendance Works that show how chronic absenteeism qualifies as a school quality measure and a tiered approach to mitigating chronic absenteeism in schools. The Indiana Chronic Absenteeism Model presented in Appendix C provides context to the AOC's specific recommendations regarding using chronic absenteeism in Idaho's accountability system. Finally, Appendix D is the Cognia study of Idaho's student engagement survey data.

The following reflect the summarized version of the AOC's recommendations related to school quality:

- Use chronic absenteeism as a school quality indicator (and discontinue state funded and administered student engagement surveys);
- Use a chronic absenteeism model that includes two separate school quality indicators to address both students who regularly attend and improved attendance of students who were previously chronically absent; and
- Provide professional development and resources to support districts and schools in improving rates of chronic absence.

IMPACT

Idaho Administrative Code IDAPA 08.02.03, sections 112 through 114, are tied to the state's accountability framework. The AOC recommendations related to the school quality measures would require amendments to these sections of rule. Additionally, if the State Board moves forward with the AOC's recommendation to shift the school quality measure used for school identification calculations for K-8 schools from the student engagement survey to chronic absenteeism, the state will need to propose changes to the Idaho Consolidated State Plan used for federal accountability. Any amendments to provisions in the Idaho Consolidated State Plan that are also in IDAPA 08.02.03 would have to be first amended through the negotiated rulemaking process prior to the Board approving the changes in the Idaho Consolidated State Plan.

ATTACHMENTS

Attachment 1 Accountability Oversight Committee School Quality Recommendations

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Idaho's public-school system accountability framework is established by the Board in Administrative Code, IDAPA 08.02.03, and has been effective since March 29, 2017, following acceptance by the Legislature during the 2017 legislative session. The accountability framework codifies requirements for state accountability and provides: "The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken out by school category and include measures of student academic achievement and school quality as determined by the State Board of Education."

Pursuant to IDAPA 08.02.03.112, the school quality measures for all school categories (K-8, high school, and alternative high school) include state satisfaction and engagement surveys administered to parents, students and teachers. Further, the Idaho Consolidated State Plan identifies the student engagement surveys as the school quality measure used in the calculations to identify schools for Comprehensive Support and Improvement.

In August 2016, the AOC recommended including chronic absenteeism as a measure within the accountability framework for all school categories (K-8 schools,

high schools, and alternative high schools) by reporting it on the state's data dashboard. However, during the negotiated rulemaking process, feedback indicated that stakeholders were not ready to include the metric. Staff ensured the AOC was well aware of this feedback during their considerations. If the Board chooses to adopt the AOC's recommendations, proposed changes to rule will go through the negotiated rulemaking process, which will allow for ample opportunity to gather and address stakeholder feedback regarding the potential changes. Following acceptance of the change in IDAPA 08.02.03 by legislature, the Consolidated State Plan would then need to be amended and submitted to the US Department of Education for consideration.

BOARD ACTION

I move to adopt the Accountability Oversight Committee recommendations as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Accountability Oversight Committee
School Quality Indicator Recommendation
March 15, 2021

The Accountability Oversight Committee (AOC) was asked by the Board to explore options for the K-8 school quality measure, including whether to retain the student engagement survey currently in use. The AOC discussed various options for the school quality measure, explored in greater depth the efficacy of the current student engagement survey, and recommends that chronic absenteeism be the school quality measure for K-8 school accountability.

Definition of Chronic Absenteeism.

"A district/school/subgroup chronic absenteeism rate is the percentage of students missing ten percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences. For example, children who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 days of school for any reason."[1]

Recommendation: Use Chronic Absenteeism as a School Quality Indicator.

Considerations:

- For K-8, we recommend chronic absenteeism be used in the Comprehensive Support and Improvement (CSI) school identification model in place of the current student engagement surveys.
- We recommend discontinuing state funded and administered student engagement surveys.
- We recommend adding chronic absenteeism to the data dashboard / report cards at the state, district, and school levels K-12 (including alternative schools).
- For high schools and alternative high schools, we recommend continuing to use the current college and career readiness measures as the school quality measures for high school identifications. We recommend gathering data from the use of chronic absenteeism at the K-8 level for several years before considering whether to use absenteeism as a school quality measure at the high school level.

Background and Reasoning:

- Idaho is required to report chronic absenteeism to the federal government. Thus, this data is already gathered through the ISEE system, and could easily be used for school identification purposes.

[1] Connecticut State Department of Education, 2018

- Research indicates that students who are chronically absent are more likely to read below grade level and/or drop out of high school. The data indicates that chronic absenteeism is strongly correlated to academic achievement throughout a student's K-12 education. [2, 3, 4, 5, 6]
- The presentation by Abelardo Fernandez further demonstrates the impact of chronic absenteeism on student performance (Appendix A).
- Chronic absenteeism is a dynamic metric. Districts and schools can review absenteeism on a regular basis (as often as they choose), allowing for more responsive use of the data than is possible with many other potential metrics.
- Idaho previously considered including chronic absenteeism within the accountability system, either on the dashboard or as a school quality measure, but did not do so. Chronic absenteeism is now used in 36 states and the District of Columbia as a school quality measure for federal accountability purposes. Consequently, there is more data available regarding how to use absenteeism to improve student outcomes.
- In reviewing the student engagement surveys currently in use within Idaho's school identification system, the AOC found the following:
    - A previous AOC review of the survey indicated that it may not differentiate between schools in a meaningful manner.
    - A 2020 study conducted by Cognia (Appendix D) for the State Department of Education did not find consistent, strong relationships between survey results and student achievement.
    - Anecdotal feedback from educators and other stakeholders has revealed that the survey has not been as helpful as hoped in guiding efforts to make Idaho's K-8 schools more effective. Additionally, feedback from the field indicated that the surveys were time consuming and the time spent for students to complete the surveys did not result in actionable data.
- The AOC recognizes that Idaho's K-12 funding model may change from a focus on average daily attendance (ADA) to enrollment. We do not believe the change would disrupt use of chronic absenteeism as an accountability metric, since the state is required to report chronic absenteeism to the federal government. Additionally, drawing a focus to student absenteeism data could reduce the likelihood that moving away from ADA funding would impact student attendance (research shows that states with attendance-based funding models typically have higher attendance rates).[7]

[2] Ginsburg, Jordan & Chang, 2014
[3] Allensworth, Gwynne, Moor & de la Torre, 2014
[4] Balfanz & Byrnes, 2012
[5] Baltimore Education Research Consortium, 2011
[6] Chen & Rice, 2016
[7] Ely & Fermanich, 2013

Recommendation: Use a Chronic Absenteeism model that includes two separate School Quality Indicators that address both students who regularly attend and chronically absent students whose attendance improves.

Additional Considerations:

- We recommend the 10% school quality weight be split so that each of the chronic absenteeism measures (status and change) account for 5% of the total weight within the school identification calculations.
- We recommend the status indicator calculate and rank schools based on the percentage of students who regularly attend (are not chronically absent). For the school identification process, this percentage would be calculated annually and then averaged over three years.
- We recommend the chronic absenteeism change indicator look at the percentage of students in each school who were previously chronically absent (in the year prior) whose attendance improved by 3 percentage points or more the following year. For the school identification process, this percentage would be calculated annually and then averaged over three years.

Background and Reasoning:

- This approach is a modification of the model used by Indiana (Appendix C), but separates the indicators (rather than using a ratio) to be more consistent with Idaho's approach to other metrics in the accountability system.
- By utilizing both a status and change metric, we believe that schools with low absenteeism rates will not be penalized, both because they would score well on the status metric and because the change metric is focused on students who demonstrated chronic absenteeism.
- While schools with higher rates of absenteeism (which are more likely to be schools with higher percentages of students with low socioeconomic status) would not score as well on the status metric, they would have increased opportunity to show positive gains on the change metric.
- This approach puts the chronic absenteeism focus on students within a school, making it most likely that districts and schools will give their attention to identifying and addressing the needs of individual students.

Recommendation: Provide Professional Development and Resources to Support Districts and Schools in Improving Rates of Chronic Absenteeism

Additional Considerations:

- We recommend the Board include in their deliberations the potential direct and indirect costs that could come with using chronic absenteeism as a school quality indicator.

- We recommend the funds currently used to administer the student engagement survey be redirected to support districts and schools in addressing chronic absenteeism.
- When chronic absenteeism is presented to the education and stakeholder communities, a clear plan needs to be in place articulating the benefits of this metric and the roles and responsibilities at each level of the educational system for addressing absenteeism, as well as the resources needed to address it.

Background and Reasoning:

- If the Board adopts Chronic Absenteeism as a school quality measure for school identification, it would be a new measure within the accountability system. Thus, it will be critical to ensure districts and schools understand the metric, how the data will be used, the connection between absenteeism and academic achievement, and what they can do to impact it.
- There are well-articulated, multi-tiered protocols available showing what educators can do within their current scope of responsibilities and resources to address chronic absenteeism (see Appendix A and B). These protocols also outline the resources needed for more intensive interventions with students who persist in being absent from school. These tiers are similar to the Multi-Tiered System of Supports (MTSS) already used by districts and schools to provide students with academic support.
- The SDE provided the AOC with an analyses of available Idaho chronic absenteeism data, which revealed potential problems with the accuracy of the data. Thus, an important component of any roll out of chronic absenteeism as the K-8 school quality indicator will be effective, state-wide professional development on how to report data.

Supporting Documentation

Appendix A: Chronic Absence Presentation by Abelardo Fernandez
Appendix B: Chronic Absenteeism Overview
Appendix C: Indiana Chronic Absenteeism Model
Appendix D: Cognia Study of Idaho Student Engagement Surveys

References

Allensworth, E.; Gwynne, J.; Moor, P.; de la Torre, M. (2014). *Looking forward to high school and college: Middle grade indicators of readiness in Chicago Public Schools.* Chicago, IL: University of Chicago consortium on Chicago school research. Retrieved at https://consortium.uchicago.edu/sites/default/files/publications/Middlepercent20Gradespercent20Report.pdf.

Balfanz, R. & Byrnes, V. (2012). *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools.* Baltimore: Johns Hopkins University Center for Social Organization of Schools. Retrieved from https://www.attendanceworks.org/importance-school-report-absenteeism-nations-public-schools/.

Baltimore Education Research Consortium (2011). *Destination graduation: sixth grade early warning indicators for Baltimore city schools their prevalence and impact*. Retrieved from http://baltimore-berc.org/pdfs/SixthGradeEWIFullReport.pdf.

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Connecticut State Department of Education, *Using Accountability Results to Guide Improvement*, January 2018, third edition, page 19.

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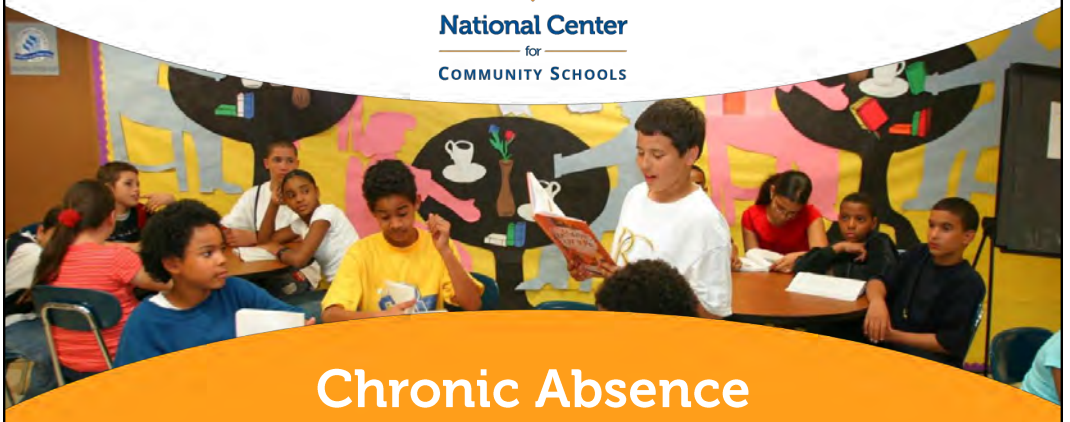
National Center for Community Schools



Chronic Absence

Idaho State Board of Education AOC
February 19, 2021

Definitions

Average Daily Attendance: the percentage of enrolled students who attend school each day

Chronic Absence: missing 10% or more of school over the course of an academic year for any reason (excused or unexcused)

Severe Chronic Absence: missing 20% or more of school per year (approximately two months) for any reason

Satisfactory Attendance: missing 5% or less over the course of an academic year

Truancy: refers *only* to unexcused absences and is defined by each state

Children's Aid

Source: Hedy Chang, Attendance Works

Why is Chronic Absence Important?

- Chronic absence is associated with **negative outcomes** including **low academic achievement**, **school truancy**, **dropping out**, **delinquency** and **substance abuse**.
- The **educational experience of regularly attending students can be adversely affected** when teachers must divert their attention to meet the learning and social needs of chronically absent children when they return to school.

Children's Aid

Source: National Center for Children in Poverty

Absenteeism is a Sign that Positive Conditions for Learning are Missing in Any Mode of Instruction

Attendance Works © AIR

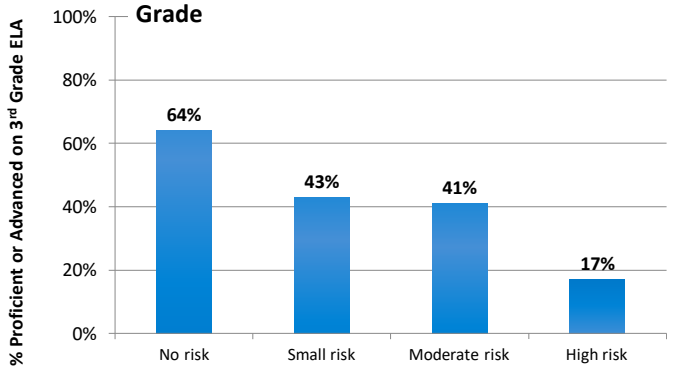
www.attendanceworks.org

4

True or False?

Regular attendance in Kindergarten doesn't really matter.

Students Chronically Absent in K & 1st Grade Much Less Likely to Read Proficiently in 3rd Grade



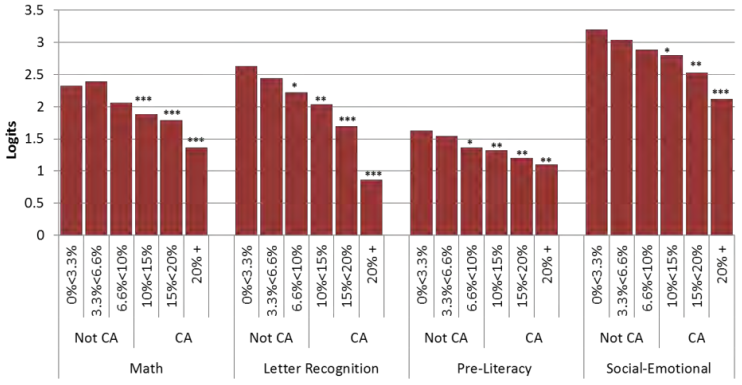
Risk level, according to Kindergarten & 1st Grade absences

6

Source: Applied Survey Research & Attendance Works (April 2011)

Students with lower preschool attendance have lower kindergarten readiness scores

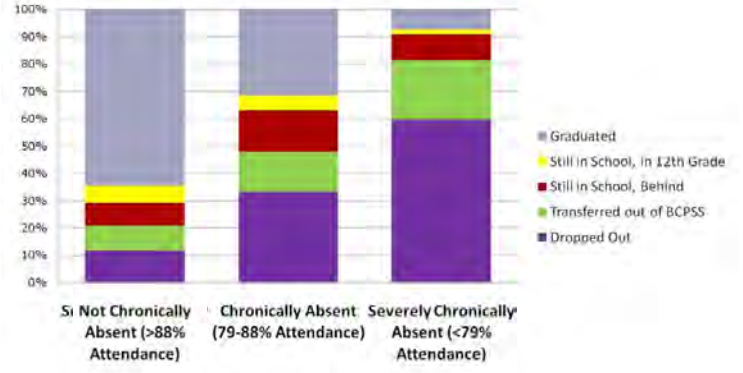
Not controlling for prior knowledge



** Indicates that scores are significantly different from scores of students with absences between 0% and 3.3% at p<.05 level; **p<.01; ***p<.001*

UCHICAGOCCSR

Poor 6th Grade Attendance Predicts Dropout Rates



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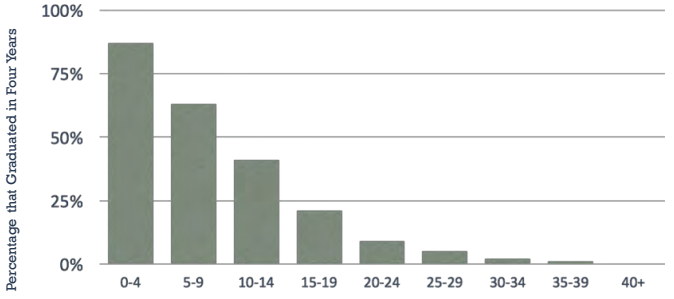
Source: Baltimore Education

9th Grade Attendance is a Better Graduation Predictor than 8th Grade Test Scores



Source: Allensworth & Easton, What Matters for Staying On-Track and Graduating in Chicago Public Schools, Consortium on Chicago School Research at U of C, July 2007

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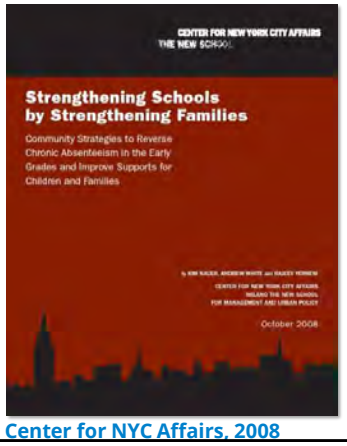
MAYOR'S INTERAGENCY TASK FORCE

True or False?

We don't need to worry about large numbers of students missing school until middle or high school.

In NYC, 1 in 5 Elementary School Children are Chronically Absent



- 90,000 students in grades K-5 missed at least a month of school in 2008
- In 5 of NYC's 32 districts, at least 30% of elementary students were chronically absent

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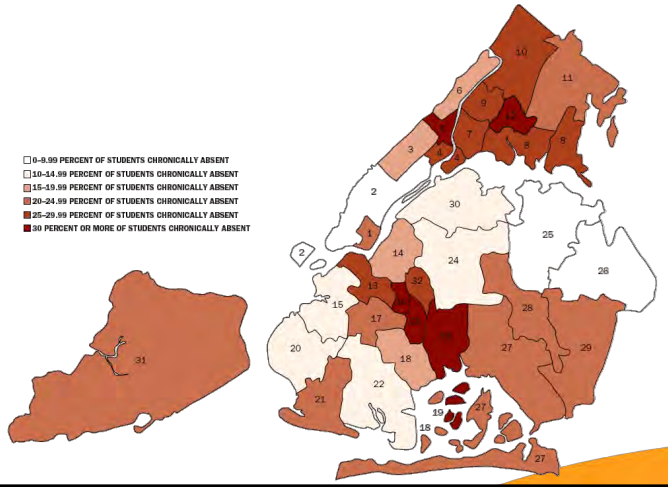
Source: Center for NYC Affairs, 2008

ELEMENTARY CHRONIC ABSENTEEISM WIDESPREAD THROUGHOUT NYC

This map illustrates that chronic absenteeism is a problem in elementary schools throughout the city, but is particularly high in low-income areas like the South Bronx and Central Brooklyn. See the chart on page 16 for full details, by district.

LEVELS OF ELEMENTARY SCHOOL CHRONIC ABSENTEEISM BY DISTRICT



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True or False?

Tracking Average Daily Attendance will show you if you have a Chronic Absence issue at your school.

Most Schools and Districts Do Not Monitor Chronic Absence

- Schools typically only track data on average daily attendance and truancy (unexcused absences)
- But, both can mask high levels of chronic absence

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ADA & Chronic Absence in One Multnomah County District

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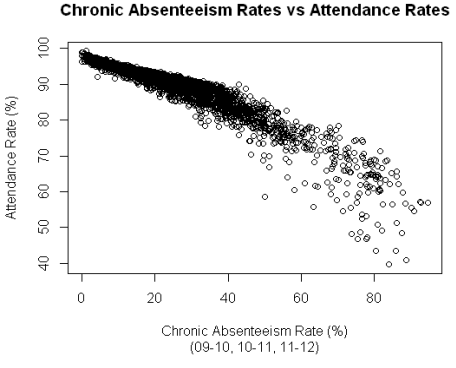
Schools increase attendance when they reduce chronic absenteeism



With chronic absenteeism at...

- ...30% or more, school attendance rates have not exceeded 91.1%
- ...20% or more, school attendance rates have not exceeded 93.5%
- ...10% or more, school attendance rates have not exceeded 95.8%

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Looking at Local Data

- Reporting
- Picking winners (and losers)

- Planning
- Improvement
- Evaluation

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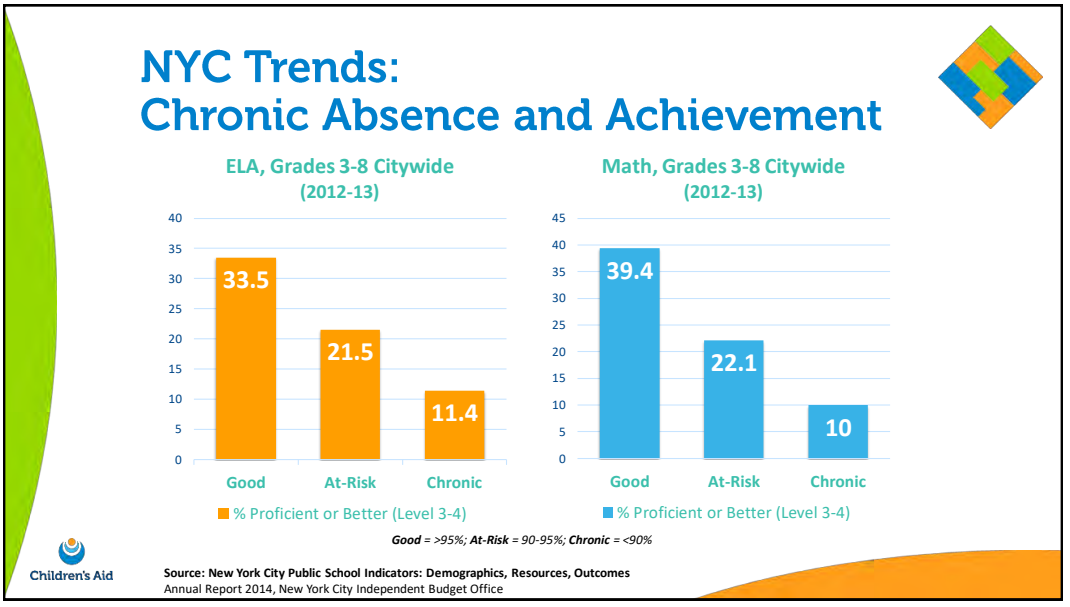
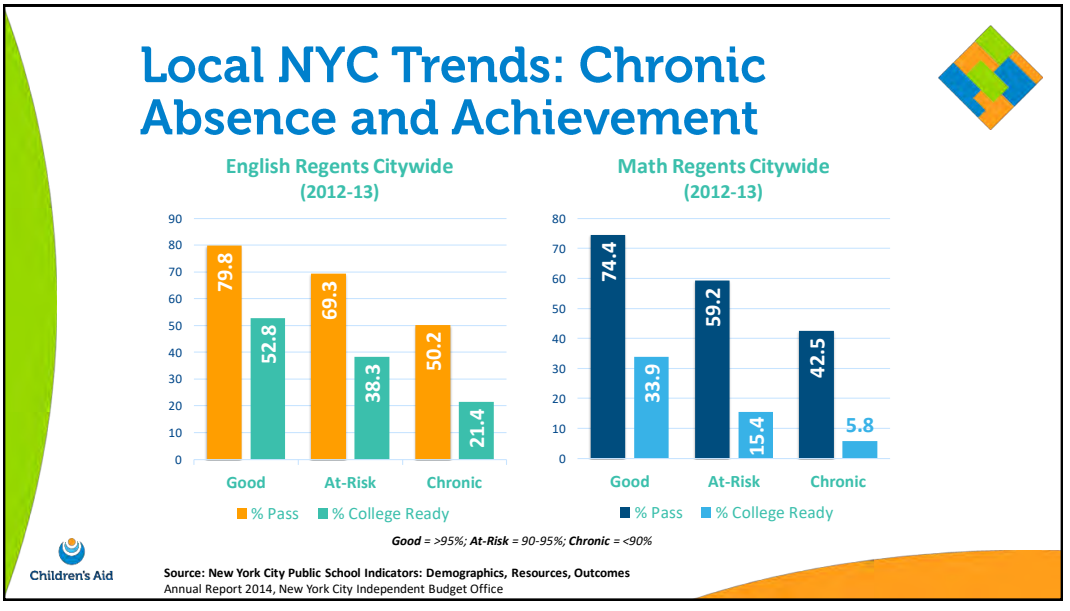
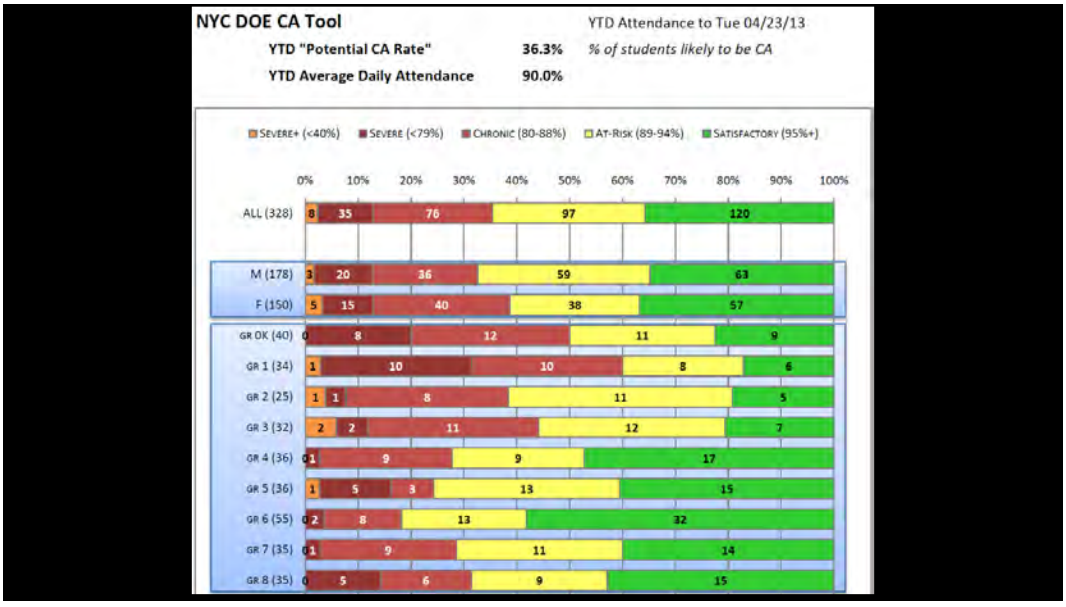
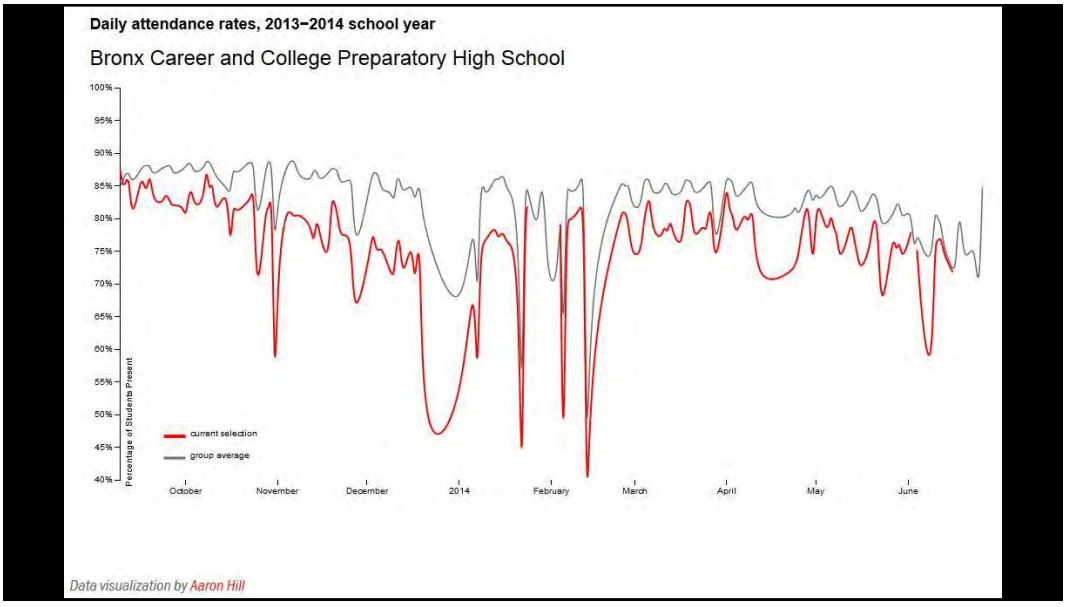
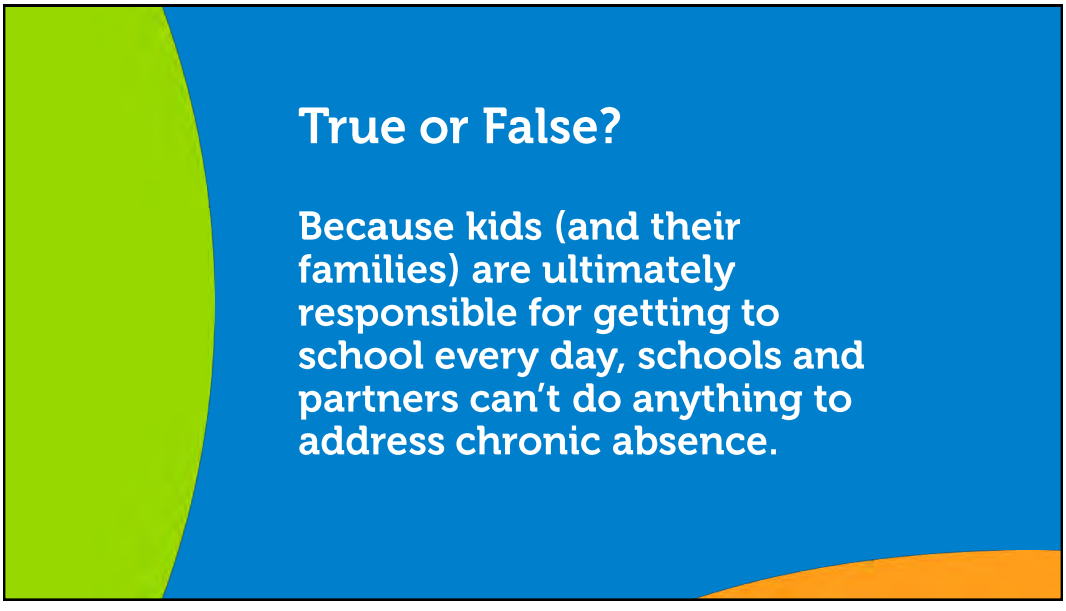

NYC Trends:
Chronic Absence and Achievement
ELA, Grades 3-8 Citywide
(2012-13)
33.5
21.5
11.4
Good
At-Risk
Chronic
% Proficient or Better (Level 3-4)
Math, Grades 3-8 Citywide
(2012-13)
39.4
22.1
10
Good
At-Risk
Chronic
% Proficient or Better (Level 3-4)
Good = >95%; At-Risk = 90-95%; Chronic = <90%
Children's Aid
Source: New York City Public School Indicators: Demographics, Resources, Outcomes
Annual Report 2014, New York City Independent Budget Office


Local NYC Trends: Chronic
Absence and Achievement
English Regents Citywide
(2012-13)
79.8
52.8
69.3
38.3
50.2
21.4
Good
At-Risk
Chronic
% Pass
% College Ready
Math Regents Citywide
(2012-13)
74.4
33.9
59.2
15.4
42.5
5.8
Good
At-Risk
Chronic
% Pass
% College Ready
Good = >95%; At-Risk = 90-95%; Chronic = <90%
Children's Aid
Source: New York City Public School Indicators: Demographics, Resources, Outcomes
Annual Report 2014, New York City Independent Budget Office


NYC DOE CA Tool
YTD Attendance to Tue 04/23/13
YTD "Potential CA Rate" 36.3%
% of students likely to be CA
YTD Average Daily Attendance 90.0%
SEVERE+ (<40%)
SEVERE (<79%)
CHRONIC (80-88%)
AT-RISK (89-94%)
SATISFACTORY (95%+)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
ALL (328) 8 35 76 97 120
M (178) 3 20 36 59 63
F (150) 5 15 40 38 57
GR OK (40) 0 8 12 11 9
GR 1 (34) 1 10 10 8 6
GR 2 (25) 1 1 8 11 5
GR 3 (32) 2 2 11 12 7
GR 4 (36) 0 1 9 9 17
GR 5 (36) 1 5 3 13 15
GR 6 (55) 0 2 8 13 32
GR 7 (35) 0 1 9 11 14
GR 8 (35) 0 5 6 9 15

OTHER (2) 0 1 1 0
ASIAN (6) 0 1 1 1 3
HISP (166) 0 16 38 67 45
BLACK (117) 0 17 35 26 39
WHITE (5) 0 1 1 2 1
ELL (30) 0 3 3 9 15
NOT ELL (298) 8 32 73 88 105
SE (109) 0 14 30 32 33
NOT SE (219) 8 21 46 65 87
ELA PL 1 (53) 0 5 13 14 21
ELA PL 2 (98) 0 7 17 29 45
ELA PL 3 (36) 0 1 3 10 22


Daily attendance rates, 2013–2014 school year
Bronx Career and College Preparatory High School
100%
95%
90%
85%
80%
75%
70%
65%
60%
55%
50%
45%
40%
Percentage of Students Present
current selection
group average
October
November
December
2014
February
March
April
May
June
Data visualization by Aaron Hill


True or False?
Because kids (and their families) are ultimately responsible for getting to school every day, schools and partners can't do anything to address chronic absence.

Causes of Chronic Absence

- Students who **cannot** attend school
  - Illness, family responsibilities, housing instability, work or involvement with juvenile justice
- Students who **will not** attend school
  - Avoiding bullying, unsafe conditions, harassment or embarrassment
- Students who **do not** attend school
  - They or their parents don't see value in school or student has something they'd rather be doing

Source: Balfanz and Byrnes, 2012

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Schools + Communities Can Make a Difference

Characteristics of Effective Strategies

- Partner with **community agencies** to help parents carry out their responsibility to get children to school
- Make chronic absence a **priority**, set a target and monitor progress over time
- Examine **factors contributing to chronic absence**, esp. from school, home and community perspectives
- Combine **universal and targeted strategies**
- Offer **positive supports** before punitive action
- It's all about **relationships**

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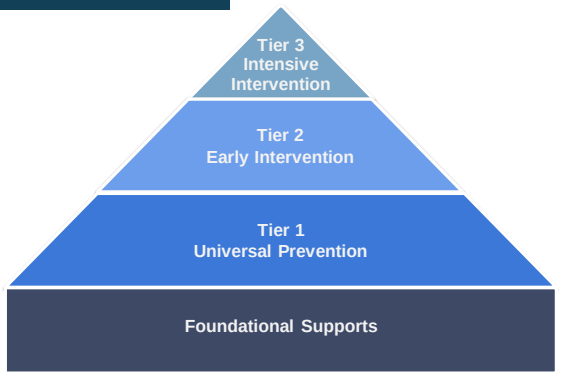
Use Data to Support an Integrated Multi-tiered System of Support



Attendance Works

www.attendanceworks.org

27

Foundational Supports are Building Blocks of Schools that Promote Attendance

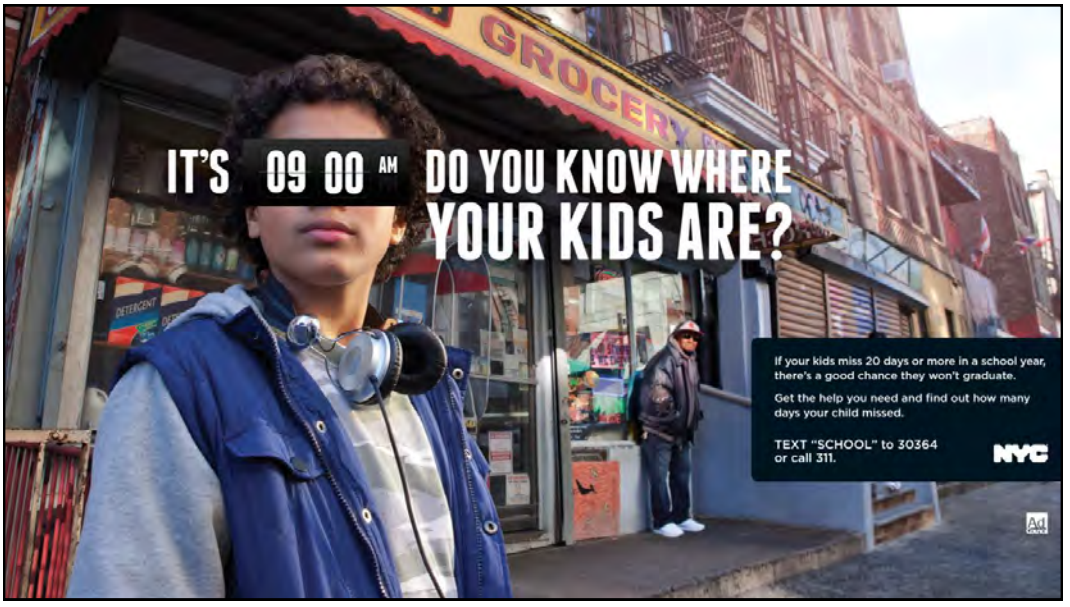
Physically healthy learning environment	Enrichment activities and clubs	Positive relationships	Support for families to facilitate learning at home
Access to tech equipment and connectivity	Access to Learning Supports	Routines, rituals and celebrations	A culture of continuous improvement
Welcoming, safe, trauma-informed school climate	Home rooms and/or Advisory	A published schedule of classes	Active engagement of families in planning

Foundational Supports

Attendance Works

www.attendanceworks.org

28



Every Student, Every Day

1. Success Mentors work with Target Students
2. School-Wide Strategies to promote good attendance
3. Principal's Weekly Student Success Summit
4. Family Engagement
5. Measure, Monitor and Act

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Success Mentors: Working with Target Students

- Morning meet and greet
- Phone call home every time student is absent
- Meet one-on-one and/or in small groups
- Track students' attendance and improvements
- Work as a team to identify appropriate supports and interventions
- Reach out to and engage students' families

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School-Wide Strategies to Promote Good Attendance

- Goal is to promote a positive school-wide culture that encourages all students to attend school every day
- Strategies include:
  - attendance award assemblies for good *and* improved attendance
  - class competitions for best attendance
  - engaging clubs/activities before, during or afterschool

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Principals' Weekly Attendance Meeting

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Family Engagement

- Goal is to a build positive relationship
- Critical for elementary school students, whose attendance relies on parents bringing them to school each day
- Listen to parents, be open-minded and non-judgmental
- Work with families to identify and address barriers/needs
- Parent Summit and Resource Fair

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Every Student, Every Day: The Impact

- Chronically absent students with Success Mentors gained over **11,800** days of attendance, as compared to similar students who did not have mentors.
- In the first two years, our pilot schools **outperformed** the comparison schools, as well as citywide averages in reducing CA.
- Elementary: CA was **reduced by more than 25%**-- nearly twice the reduction in CA than in comparison schools.
- Middle: CA was **reduced by more than 16%**-- more than twice the reduction in CA than in comparison schools.
- High Schools: CA was **reduced by nearly 3%**-- more than two and a half times better than the CA rate in comparison schools, CA increased.

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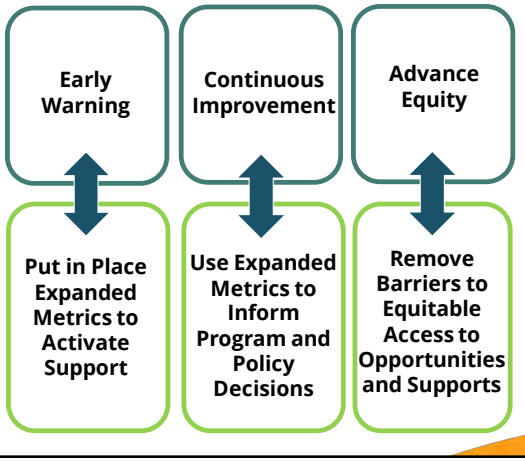
Accountability to what?



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AOC School Quality Recommendation
APPENDIX B: Chronic Absenteeism Overview

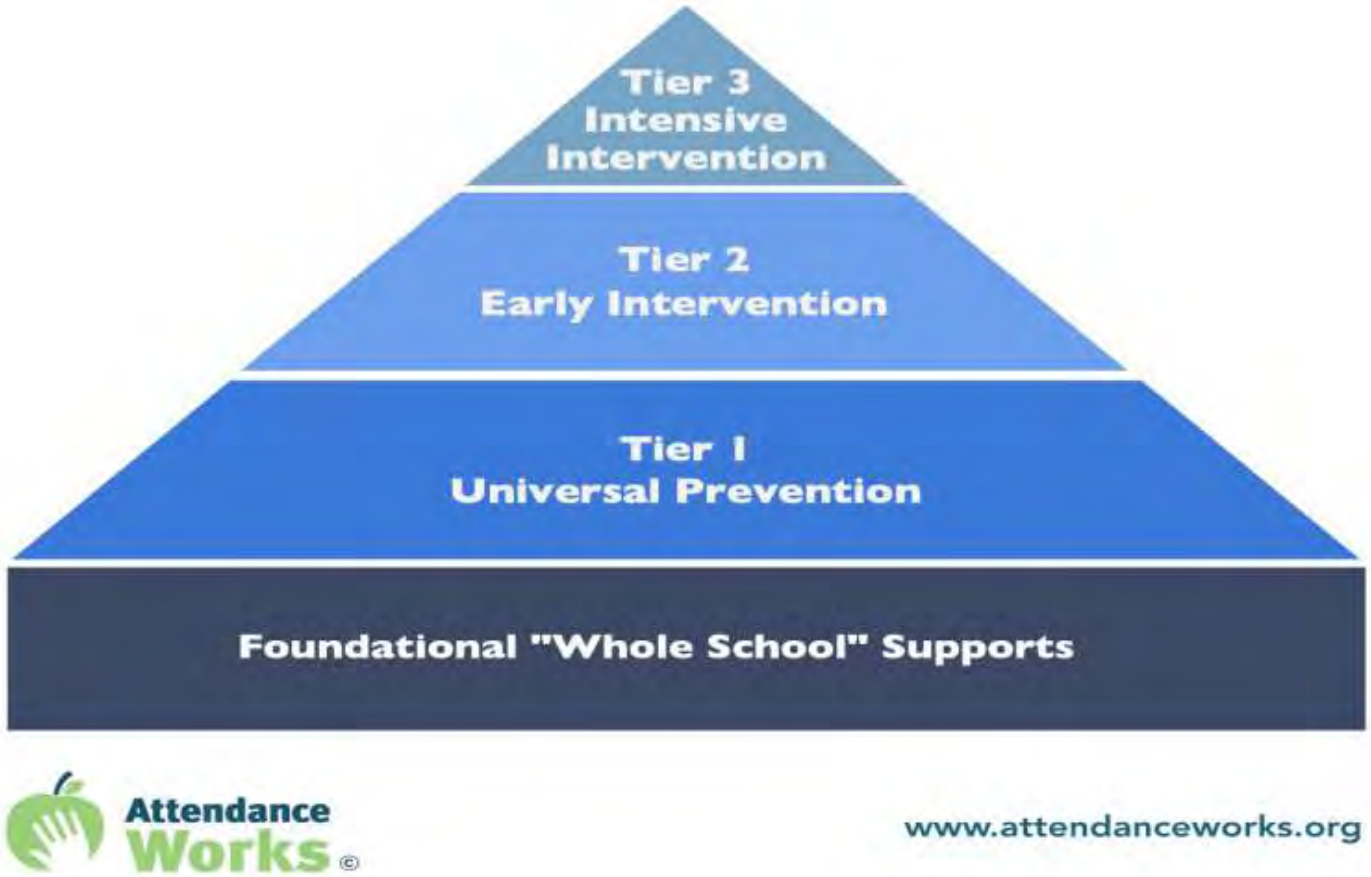
Chronic Absenteeism Overview[1]

ESSA Requirements and Chronic Absenteeism	
Be applicable to every student	All enrolled students are included in attendance counts; no students are excluded.
Provide summary and disaggregated data	Chronic absence rates can be reported separately for all subgroups of students in a school, district, and state.
Be comparable across a state's school districts	States already have protocols that standardize attendance taking and reporting. The U.S. Department of Education's Office for Civil Rights has recently required states to track and report a standard measure of chronic absence. As a result, chronic absence rates will be comparable within states and, unlike many indicators, across the nation.
Be able to distinguish differences in performance among schools	Chronic absence levels vary substantially among students and schools within any district or state. These variations are not random; they represent meaningful differences in student engagement, achievement, and success.
Be valid	Test scores are measures of test success, which can be strongly or weakly related to subject matter mastery. Chronic absence, on the other hand, measures how much school has been missed.
Be reliable	Counting errors aside, taking attendance and computing chronic absence repeatedly will yield a consistent result.
Have a proven impact on achievement	An abundance of studies link chronic absence to academic achievement.

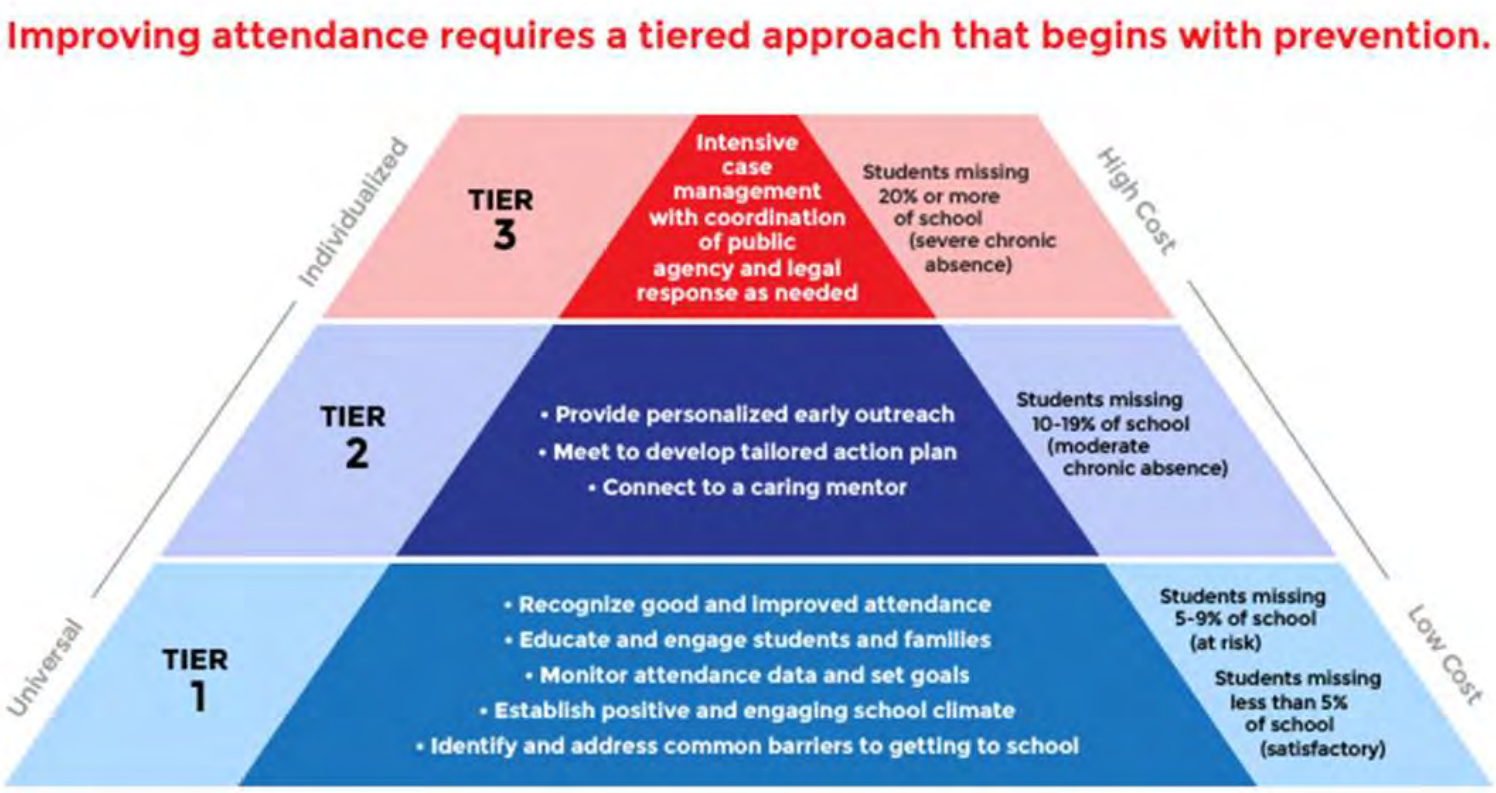
SOURCE: Attendance Works

[1] All images retrieved from Attendance Works: attendanceworks.org

AOC School Quality Recommendation
APPENDIX B: Chronic Absenteeism Overview



AOC School Quality Recommendation
APPENDIX B: Chronic Absenteeism Overview



Indiana
DEPARTMENT OF EDUCATION
Dr. Jennifer McCormick
Superintendent of Public Instruction
Working Together for Student Success

The Addressing Chronic Absenteeism Indicator for 2017-2018 Accountability (as written in ESSA plan approved January 19, 2018)

Indiana's ESSA (Every Student Succeeds Act) plan includes an Addressing Chronic Absenteeism Indicator for schools that serve students in grades Kindergarten through eighth grade.

- Schools must have at least 20 students who were enrolled for at least 162 days[1]. This will become the denominator (Total Number of Students Enrolled)
- Attendance Percentage is calculated by the Number of days Attended (on the Attendance Collection) divided by the Number of days Enrolled (Days Attended + Days Excused Absent + Days Unexcused Absent).
    - Attendance exceptions provided for by state law do not count as absences, and should be reported by the school as a day attended to the state. These exceptions include: service as a page or honoree of general assembly; service on precinct election board or for political candidates/parties; witness in judicial proceeding; educationally related nonclassroom activity; or exhibiting or participating in state fair (*see* IC 20-33-2-14 through 17.7)
- Persistent Attendee is defined as a student who was enrolled for at least 162 days and who has an Attendance Percentage of least 96%.
- Improving Attendee is defined as a student who was enrolled for at least 162 days, was *not* a persistent attendee, whose current year Attendance Percentage is at least 3 percentage points higher than their Attendance Percentage the previous year.
- Calculation:

$$\frac{\#\ Persiste\quad e\quad ees + \#\ mprov\quad g\quad e\quad ees}{To\ al\ Number\ of\ S\ u\ e\quad s\ E\ rolle} X\ 1.25$$

- The points for this indicator are capped at 100 and follow the traditional scale:

90.0 – 100.0 points	A
80.0 – 89.9 points	B
70.0 – 79.9 points	C
60.0 – 69.9 points	D
0.0 – 59.9 points	F

- The weight for this indicator is 5%.
- Note that an individual student can only count as a Persistent Attendee or an Improving Attendee not both.
- The factor of 1.25 is set using the goal of 80%. In other words, schools that have at least 80% of their students as Persistent Attendees or Improving Attendees, will receive the full 100 points.

[1] The Attendance collection (DOE-AT) is utilized to determine the total number of days enrolled as for all other indicators.

115 W. Washington Street ■ South Tower, Suite 600 ■ Indianapolis, Indiana 46204
317.232.6610 ■ www.doe.in.gov

cognia

Research Brief: Prediction Study for the Idaho Student Engagement Survey

v1.1, December 11, 2020

Executive Summary

Overview

The Cognia™ Student Engagement Survey (SES) collects feedback from students and provides insights for educators on opportunities to be more responsive to student needs. The Idaho State Department of Education (ISDE) has administered the SES statewide for elementary and middle schools since the 2017-2018 school year and high school since the 2018-2019 school year. Additionally, elementary and middle school results on the SES are incorporated in the state's system of meaningful differentiation for federal accountability under the Every Student Succeeds Act (ESSA). This research brief outlines the results of a research study for the 2018-2019 administration in Idaho.

The SES was developed based on extensive research into authentic student engagement, self-efficacy, and motivation. Prior research described positive relationships between overall student engagement and academic achievement on tests similar to statewide summative assessments. Specific domains within overall engagement have been notably documented to be related to achievement particularly behavioral engagement at the elementary, middle, and high-school levels; cognitive engagement at the middle and high school levels; and emotional engagement in support of general engagement and outcomes[1].

This prediction study examines the likelihood of achieving proficiency on the 2018-2019 administration of Idaho State Achievement Test (ISAT) according to subject area (English Language Arts, Mathematics), grade (3-8, 10), SES engagement domain (Behavioral, Cognitive, Emotional), and engagement type (Committed, Compliant, Disengaged). These likelihoods may be considered similarly to probabilities or expectations; when engagement types yield higher likelihoods, those students are more likely to have achieved proficiency. Regression of domain-specific engagement type on ISAT proficiency results provides evidence for the contribution of student engagement to academic proficiency as well as indicating the role of engagement beyond proficiency.

Results

Significant relationships between engagement and proficiency are demonstrated as anticipated by prior literature; the results, however, are more nuanced than a general summary can provide. The likelihood of proficiency generally increases across grades for English Language Arts (ELA) while likelihoods decrease across grades for Math, both corresponding to observed proficiency rates. Once these differences in

[1] Fredricks, J.A., Blumenfeld, P.C., & Paris, A.H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*(1), 59-109.

subject area have been considered, the patterns of results are quite similar across ELA and Math outcomes; therefore, further results are discussed encompassing both subject areas.

- The Behavioral domain demonstrates similar patterns of likelihoods across grades as increased engagement generally corresponds to increased likelihood of proficiency. Increases are most notable between the Disengagement and Compliant engagement types while there is smaller differentiation between Compliant and Committed engagement types.
- In the Cognitive domain, Compliant students are more likely to demonstrate proficiency than Disengaged or Committed students. This separation is largest in elementary school, nearly disappearing in high school.
- Lastly, the Emotional domain demonstrates patterns of likelihood of proficiency that are highly dependent on grade or grade-span. In elementary schools, students demonstrating Emotional Disengagement are more likely to achieve proficiency than students who were Compliant or Committed. In middle school, Compliant students are typically most likely to achieve proficiency while Disengaged students are least likely. Finally, in high school the variability in likelihoods is smallest with a general trend of increasing engagement yielding higher likelihoods of proficiency.

Conclusion

Two major themes emerge from the results of this study: (1) the likelihood of proficiency in ELA or Math is greatly increased for students who are Compliant over students who are Disengaged and (2) the difference in likelihoods is greatest when comparing Compliant and Disengaged students versus comparing Compliant and Committed students. Therefore, focused efforts to decrease Disengagement among students may be expected to produce returns of increased proficiency on large-scale summative assessment.

The results of this study indicate the need for future research examining the specific relationship between engagement types and expectations of performance and engagement promoted by academic assessments. Students who are Disengaged express little motivation, meaning, or ownership for their learning or performance regardless of ability. In contrast, students who are Compliant are extrinsically motivated to pursue understanding or complete the task at hand. Students who are Committed are intrinsically motivated with respect to their learning and performance, seeking opportunities for challenge, improvement, and to deepen understanding. The sensitivity of large-scale summative assessment to each of these levels of engagement requires further research. Additionally, further research into the relationship between student engagement and other types of assessment (i.e., formative, interim, benchmark) could yield rich information about the role of engagement in academic performance against measures that are more closely related to students' classroom experience.

Study Overview

Student-entered Student ID values have been collected during SES administrations since the 2017-2018 school year, allowing important variables to be linked to student-specific SES results and providing powerful research opportunities. This study takes advantage of the unique student identifier to explore the relationships between student engagement type for each domain and student proficiency in ELA and Math via the ISAT resulting from the 2018-2019 school year.

The SES has been discussed in sufficient detail in previous reports and is not covered here. The ISAT is a series of achievement tests in ELA and Math that are administered annually to students in grade 3-8 and 10, statewide. Student performance on these assessments is evaluated according to four levels

(Below Basic, Basic, Proficient, and Advanced) with proficiency for accountability purposes indicated by levels 3 and 4. Definitions of proficiency and the knowledge, skills, and behaviors that students must demonstrate to achieve levels 3 and 4 are conditional on grade level; therefore, this study focuses on the relationship between student engagement type by domain against proficiency in ELA and Math by grade.

The data sources for this study are described via results presented in Table 1, which presents the matching outcomes by grade and data source[2]. Results for each of the grade-span versions of the SES are presented against the corresponding assessment grades as elementary school (grades 3-5), middle school (grades 6-8), and high school (grade 10). The final data used for analysis are constrained according to the intended input and outcome variables; data is limited to student results with matched Student ID values, valid assessment grades, valid assessment outcomes, and matching engagement survey grade-spans. With nearly 20,000 valid student achievement results per grade in the 2018-2019 school year, greater than 99% of all achievement records were matched to appropriate SES results.

Table 1. Data Sources and Matching Results by Grade

Match	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
Total ELA or Math Results	17,935	18,659	19,677	20,270	19,744	19,436	17,539
Records with Elem. SES	99.82%	99.72%	99.40%	--	--	--	--
Records with Mid. SES	--	--	--	99.39%	99.67%	99.52%	
Records with High SES	--	--	--	--	--	--	99.68%

Descriptive Statistics

Using the matched data sets described previously, the distribution of student engagement results and proficiency is explored and presented to provide context for the subsequent prediction analysis. Calculated using the appropriate totals provided in Table 1, percentages of student proficiency by subject area, grade, engagement domain, and engagement type are provided in Table 2.

Student proficiency results are presented by grade as percentages of students achieving Proficient or Advanced on the 2018-2019 ISAT in ELA or Math. The majority of students achieve proficiency in ELA, increasing across grades to nearly two-thirds of students in grade 10. For Math, a slight majority of students demonstrate proficiency at grade 3; however, this decreases to nearly one-third of students in grade 10.

Student engagement results are similarly presented by grade as percentages of students classified according to engagement type with each domain. Commitment is highest in grade 3 and decreases across grades; the Emotional domain demonstrates highest commitment in elementary school shifting to similar engagement across domains in high school.

[2] It is important to note here that simple matching to Student ID was performed for this study; therefore, the validity of the match results are solely dependent on student-provided values from the SES administration and the state-provided values for the accountability values. Unmatched cases as well as mismatches are possible though unlikely and infrequent.

Table 2. Student Percentages by Variable and Grade

Variable	Level	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
ELA	Proficiency	52.99%	54.01%	59.08%	57.34%	60.23%	56.42%	62.91%
Math	Proficiency	55.97%	52.37%	47.25%	44.61%	48.40%	43.59%	36.42%
Behavioral	Committed	63.40%	60.49%	57.56%	64.98%	58.14%	50.68%	43.04%
	Compliant	28.67%	29.47%	30.85%	14.53%	16.70%	18.51%	42.66%
	Disengaged	4.57%	5.89%	7.13%	13.35%	16.56%	20.71%	8.70%
Cognitive	Committed	67.32%	63.36%	60.12%	52.93%	46.48%	40.78%	44.26%
	Compliant	27.87%	30.79%	32.99%	40.08%	44.35%	47.47%	44.90%
	Disengaged	4.81%	5.85%	6.89%	6.99%	9.16%	11.75%	10.84%
Emotional	Committed	76.16%	71.66%	66.02%	56.82%	47.88%	42.72%	39.41%
	Compliant	12.01%	12.77%	14.69%	17.70%	22.49%	25.22%	35.24%
	Disengaged	11.83%	15.57%	19.29%	25.48%	29.63%	32.06%	25.36%

Results

Multiple logistic regression is the statistical approach used in this study to estimate the likelihood of ELA and Math ISAT proficiency from engagement type by domain. Distributions of student performance, definitions of proficiency, and specific interpretations of proficiency differ by both subject area and grade; therefore, separate multiple logistic regression models are estimated for each subject-by-grade combination for a total of 14 models.

Estimated values or predictions resulting from estimation of a multiple logistic regression model range from 0 to 1 and indicate the likelihood or probability that a student would achieve proficiency on the ELA or Math assessment given their engagement type for each of the engagement domains. Lower values indicate that a student with the corresponding engagement type would be unlikely to achieve proficiency; higher values indicate that a student would be more likely to achieve proficiency.

ELA Results

The percentage of students who achieved proficiency in ELA and were also classified according to one of the engagement types in 2018-2019 are presented in Table 3 by engagement domain and grade. These results demonstrate that higher percentages of proficient students typically demonstrate Compliant or Committed engagement across domains and grades. The general trends described previously are observed here; additionally, large differences in percentages of students Disengaged versus Compliant is notable in the Behavioral and Cognitive domains. These results provide support for the multiple logistic regression approach to examine the likelihood of ELA proficiency as explained by grade- and domain-specific student engagement.

Table 3. Percentages of ELA Proficiency and Engagement Type by Domain and Grade

Variable	Level	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
Behavioral	Committed	66%	64%	61%	68%	61%	54%	48%
	Compliant	27%	28%	30%	14%	16%	18%	41%
	Disengaged	4%	4%	6%	11%	14%	17%	6%
Cognitive	Committed	66%	62%	60%	55%	47%	42%	46%
	Compliant	30%	33%	35%	39%	46%	49%	45%
	Disengaged	4%	5%	6%	6%	7%	9%	9%
Emotional	Committed	79%	74%	68%	60%	51%	47%	42%
	Compliant	9%	11%	14%	18%	23%	26%	36%
	Disengaged	12%	15%	19%	22%	26%	28%	22%

Figure 1 presents the likelihoods of ELA proficiency in grades 3-8 and 10 as explained by Behavioral, Cognitive, and Emotional engagement type; Table 4 provides numerical summaries of this information. For all grades, the model fit results indicate that the interaction of engagement types by domains are significant predictors of ELA proficiency (i.e, significant Likelihood Ratio Tests) and that the models fit well to the data (i.e., non-significant Hosmer-Lemeshow results). Together, these results allow us to proceed with interpretation of the models[3]. Complete regression coefficients and model fit evaluation results are presented in the Appendix.

Overall, the likelihood of achieving proficiency typically ranges between 0.4 and 0.6 with the lowest likelihood estimated for Emotional Compliance in grade 3 (0.376) and the highest likelihood estimated for Behavioral Commitment in grade 10 (0.657).

Results by grade:

- The average likelihood of proficiency increases across grades, from 0.454 in grade 3 to 0.562 in grade 10; consistent with the increasing rates of proficiency observed.
- The average likelihood of proficiency is highest for Compliant students across all grades (0.542), followed by Committed (0.521), then Disengaged (0.474). In grade 10, however, Committed students are more likely to be Proficient (0.602) than Compliant students (0.584).
- The pattern of relationships is similar across grades for the Behavioral and Cognitive domains.
- The pattern of relationships in the Emotional domain appear to be similar within grade-span but differ between grade-span; results are similar within elementary school (grades 3-5), middle school (6-8), and some differentiation from high school (grade 10).

[3] While the best-fitting models included interactions between engagement domains, the impact of these interactions was deemed to be limited. In the interest of clear and succinct interpretation, results are presented independently for each engagement domain within grade.

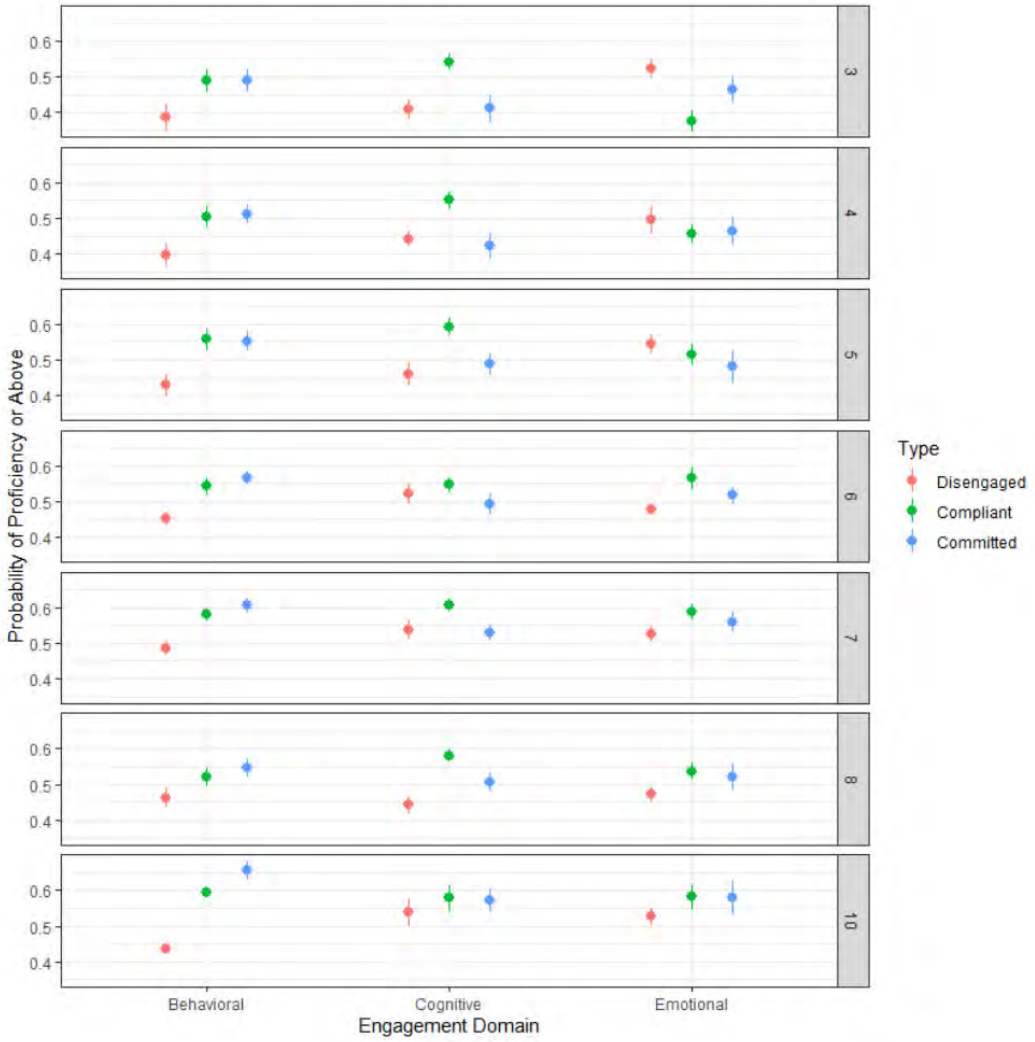
Results by domain:

- In the Behavioral domain, increased engagement generally corresponds to an increased likelihood of proficiency. The increase is most notable between Disengaged-Compliant than between Compliant-Committed engagement types.
- In the Cognitive domain, Compliant students have the highest likelihood of proficiency over Disengaged or Committed students. This separation is largest in elementary school (i.e., grades 3-5; Disengaged = 0.408 to 0.458, Compliant = 0.542 to 0.546, Committed = 0.411 to 0.488), but nearly disappears in high school (i.e., grade 10; Disengaged = 0.538, Compliant = 0.582, Committed = 0.579).
- Lastly, likelihood of proficiency given Emotional engagement strongly depends on grade level. In elementary school, Disengaged students are most likely to achieve proficiency while Compliant or Committed students are less likely to achieve proficiency. In middle school, this relationship is inverted and Compliant or Committed students are most likely to achieve proficiency. Finally, in high school, likelihood of achieving proficiency increases with engagement type though the differentiation is limited.

Table 4. Likelihood of ELA Proficiency Engagement Type by Domain and Grade

Domain	Level	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
Behavioral	Committed	0.488	0.512	0.552	0.567	0.604	0.546	0.657
	Compliant	0.488	0.504	0.557	0.542	0.582	0.521	0.594
	Disengaged	0.385	0.398	0.429	0.451	0.486	0.463	0.437
Cognitive	Committed	0.411	0.422	0.488	0.493	0.529	0.507	0.572
	Compliant	0.542	0.551	0.591	0.546	0.605	0.580	0.578
	Disengaged	0.408	0.442	0.458	0.521	0.537	0.443	0.538
Emotional	Committed	0.463	0.465	0.480	0.516	0.560	0.521	0.579
	Compliant	0.376	0.455	0.513	0.565	0.588	0.537	0.582
	Disengaged	0.522	0.495	0.544	0.479	0.524	0.473	0.527

Figure 1. Likelihood of ELA Proficiency by Engagement Type by Domain and Grade



Math Results

The percentage of students who achieved proficiency in Math and were also classified according to one of the engagement types in 2018-2019 are presented in Table 5 by engagement domain and grade. These results demonstrate that higher percentages of proficient students typically demonstrate Compliant or Committed engagement across domains and grades. As with ELA, the general trends described previously are observed here as well as large differences in percentages of students Disengaged versus Compliant in the Behavioral and Cognitive domains. These results provide support for the multiple logistic regression approach to examine the likelihood of Math proficiency as explained by grade- and domain-specific student engagement.

Table 5. Percentages of Math Proficiency and Engagement Type by Domain and Grade

Variable	Level	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
Behavioral	Committed	66%	65%	62%	70%	63%	55%	52%
	Compliant	28%	28%	29%	14%	17%	19%	39%
	Disengaged	3%	4%	5%	10%	12%	16%	5%
Cognitive	Committed	66%	63%	60%	55%	48%	42%	48%
	Compliant	30%	33%	35%	40%	45%	50%	44%
	Disengaged	4%	5%	5%	5%	7%	8%	7%
Emotional	Committed	79%	75%	69%	62%	53%	48%	45%
	Compliant	9%	11%	14%	18%	24%	26%	36%
	Disengaged	12%	14%	18%	21%	24%	26%	19%

The likelihood of Math proficiency in grades 3-8 and 10 as explained by Behavioral, Cognitive, and Emotional engagement type is presented graphically in Figure 2 and the likelihoods are summarized in Table 6. For all grades, model fit results indicate that the interaction of engagement types by domains are significant predictors of Math proficiency and that the models fit well to the data. We, therefore, proceed with interpretation of the models[4].

Overall, the likelihood of achieving proficiency typically ranges between 0.2 and 0.6 with the lowest likelihood estimated for Behavioral Disengagement in grade 10 (0.196) and the highest likelihood estimated for Cognitive Compliance in grade 3 (0.577).

[4] As was the case with ELA, Math results are presented independently for each engagement domain within grade to facilitate interpretation.

Results by grade:

- The average likelihood of proficiency decreases across grades, from 0.482 in grade 3 to 0.301 in grade 10, consistent with decreasing rates of proficiency observed.
- The average likelihood of proficiency is highest for Compliant students across all grades (0.435), followed by Committed (0.416), then Disengaged (0.361). In grade 10, however, Committed students are more likely to be Proficient (0.335) than Compliant students (0.320).
- The pattern of relationships is similar across grades for the Behavioral and Cognitive domains.
- The pattern of relationships in the Emotional domain appear to differ by grade or grade-span. Likelihood of proficiency in grade 3 demonstrates a different pattern than in grades 4 and 5 while the pattern is similar for grades 6-8 and 10.

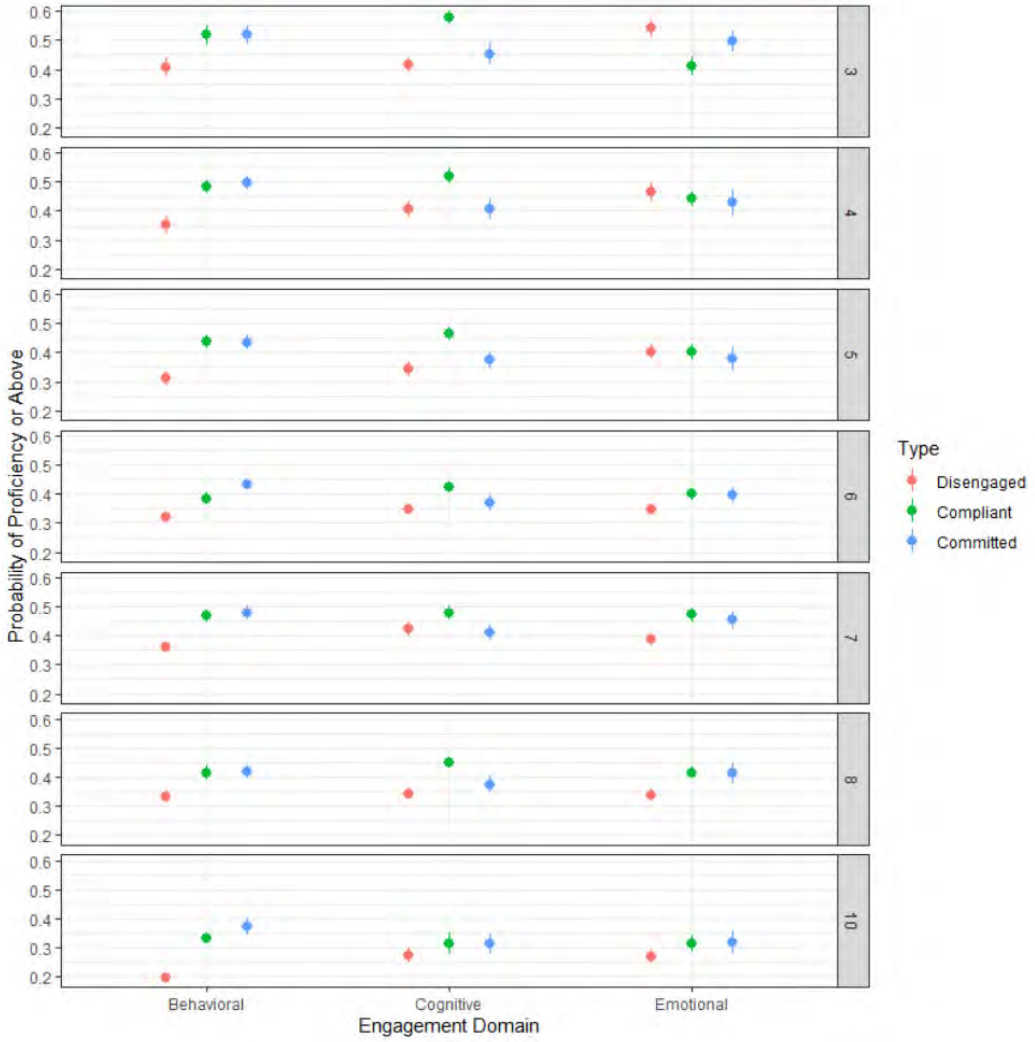
Results by domain:

- In the Behavioral domain, increased engagement generally corresponds to an increased likelihood of proficiency. The increase is most notable between Disengaged-Compliant than between Compliant-Committed engagement types.
- In the Cognitive domain, Compliant students have the highest likelihood of proficiency over Disengaged or Committed students. This separation is largest in elementary school (i.e., grades 3-5; Disengaged = 0.415 to 0.344, Compliant = 0.577 to 0.465, Committed = 0.454 to 0.373), but nearly disappears in high school (i.e., grade 10; Disengaged = 0.274, Compliant = 0.316, Committed = 0.312).
- Lastly, likelihood of proficiency given Emotional engagement strongly depends on grade or grade-span. In grade 3, Disengaged students are most likely to achieve proficiency while Compliant or Committed students are less likely to achieve proficiency; this pattern is similar though less pronounced in grades 4 and 5. For grades 6-8 and 10, the likelihood of achieving proficiency resembles the patterns seen in the Behavioral domain: Disengaged students are least likely to achieve proficiency, larger differentiation between Disengaged-Compliant students than Compliant-Committed students, and decreased differentiation as grade increases.

Table 6. Likelihood of Math Proficiency Engagement Type by Domain and Grade

Domain	Level	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
Behavioral	Committed	0.520	0.498	0.435	0.434	0.480	0.419	0.374
	Compliant	0.518	0.483	0.438	0.385	0.470	0.415	0.332
	Disengaged	0.408	0.352	0.309	0.321	0.362	0.333	0.196
Cognitive	Committed	0.454	0.406	0.373	0.370	0.411	0.375	0.312
	Compliant	0.577	0.520	0.465	0.424	0.479	0.450	0.316
	Disengaged	0.415	0.406	0.344	0.346	0.422	0.343	0.274
Emotional	Committed	0.495	0.428	0.379	0.395	0.453	0.413	0.319
	Compliant	0.410	0.441	0.401	0.400	0.471	0.416	0.314
	Disengaged	0.541	0.465	0.402	0.345	0.387	0.339	0.269

Figure 2. Likelihood of Math Proficiency by Engagement Type by Domain and Grade



For additional information

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Appendix

Table A1. Logistic Regression Analysis for ELA Proficiency by Grade

Predictor		Gr. 3 Coef. (SE)	Gr. 4 Coef. (SE)	Gr. 5 Coef. (SE)	Gr. 6 Coef. (SE)	Gr. 7 Coef. (SE)	Gr. 8 Coef. (SE)	Gr. 10 Coef. (SE)
Constant		-0.243 (0.133)	-0.286 (0.103)*	-0.14 (0.094)	-0.261 (0.071)*	-0.27 (0.064)*	-0.46 (0.058)*	-0.42 (0.082)*
Behavioral	Compliant	0.395 (0.222)	0.459 (0.178)*	0.461 (0.153)*	0.149 (0.175)	0.62 (0.155)*	0.383 (0.131)*	0.506 (0.11)*
	Committed	0.167 (0.18)	0.265 (0.158)	0.061 (0.146)	0.211 (0.147)	0.42 (0.139)*	0.348 (0.13)*	0.468 (0.167)*
Cognitive	Compliant	0.613 (0.195)*	0.183 (0.154)	0.398 (0.134)*	0.256 (0.095)*	0.385 (0.085)*	0.473 (0.079)*	0.295 (0.124)*
	Committed	-0.219 (0.198)	-0.788 (0.184)*	-0.094 (0.159)	-0.196 (0.136)	-0.024 (0.13)	0.164 (0.119)	0.329 (0.18)
Emotional	Compliant	-0.544 (0.273)*	0.242 (0.251)	-0.051 (0.195)	0.423 (0.188)*	0.217 (0.15)	0.152 (0.131)	0.114 (0.17)
	Committed	-0.712 (0.233)*	-0.365 (0.224)	-0.975 (0.209)*	-0.114 (0.214)	-0.135 (0.199)	-0.376 (0.184)*	0.072 (0.239)
Test		χ^2 (df)	χ^2 (df)	χ^2 (df)	χ^2 (df)	χ^2 (df)	χ^2 (df)	χ^2 (df)
Likelihood Ratio Test		340.734 (6)*	268.766 (6)*	251.672 (6)*	260.718 (6)*	310.067 (6)*	422.562 (6)*	500.009 (6)*
Hosmer-Lemeshow		0.078 (8)	0.237 (8)	2.04 (8)	2.434 (8)	1.333 (8)	0.161 (8)	1.168 (8)

*$p < 0.05$.

Table A2. Logistic Regression Analysis for Math Proficiency by Grade

Predictor		Gr. 3 Coef. (SE)	Gr. 4 Coef. (SE)	Gr. 5 Coef. (SE)	Gr. 6 Coef. (SE)	Gr. 7 Coef. (SE)	Gr. 8 Coef. (SE)	Gr. 9 Coef. (SE)
Constant		-0.413 (0.135)*	-0.563 (0.106)*	-0.785 (0.101)*	-0.893 (0.078)*	-0.739 (0.068)*	-1.002 (0.063)*	-1.483 (0.104)*
Behavioral	Compliant	0.536 (0.221)*	0.548 (0.181)*	0.515 (0.157)*	0.152 (0.186)	0.586 (0.155)*	0.415 (0.136)*	0.46 (0.132)*
	Committed	0.358 (0.18)*	0.447 (0.16)*	0.172 (0.155)	0.473 (0.152)*	0.318 (0.141)*	0.429 (0.136)*	0.156 (0.196)
Cognitive	Compliant	0.767 (0.196)*	0.377 (0.157)*	0.48 (0.139)*	0.271 (0.102)*	0.201 (0.089)*	0.338 (0.084)*	0.166 (0.153)
	Committed	0.116 (0.196)	-0.42 (0.186)*	-0.071 (0.171)	-0.227 (0.149)	-0.082 (0.137)	-0.166 (0.131)	0.267 (0.218)
Emotional	Compliant	-0.361 (0.27)	0.263 (0.252)	-0.007 (0.205)	0.103 (0.196)	0.21 (0.153)	0.374 (0.136)*	0.183 (0.199)
	Committed	-0.405 (0.23)	-0.664 (0.234)*	-0.719 (0.223)*	-0.067 (0.227)	-0.117 (0.206)	-0.144 (0.195)	-0.048 (0.286)
Test		χ^2 (df)	χ^2 (df)	χ^2 (df)	χ^2 (df)	χ^2 (df)	χ^2 (df)	χ^2 (df)
Likelihood Ratio Test		318.172 (6)*	294.355 (6)*	261.529 (6)*	313.902 (6)*	416.276 (6)*	438.041 (6)*	473.043 (6)*
Hosmer & Lemeshow		1.009 (8)	1.67 (8)	1.138 (8)	0.548 (8)	1.6 (8)	0.652 (8)	0.639 (8)

* $p < 0.05$.