2014 Report to the Community
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Overview of Community Indicators

Goal #1: “Every child is prepared for school.”

TVEP adopted the Fall Kindergarten Idaho Reading Indicator (IRI) as a common indicator of a child’s reading readiness and is working to identify an appropriate measure of the social and emotional skills a child needs to master to be successful in school and in life.

Fall Kindergarten Idaho Reading Indicator, percentages of students who scored at or above benchmark

- 58% in 2012
- 58% in 2013

Goal #3: “Every child succeeds academically.”

TVEP has adopted the Idaho Standard Achievement Test (ISAT) as a common indicator of our children’s academic progress in grade and middle school and the College Board Standard Achievement Test (SAT) as a common indicator of our students’ college readiness.

- Percentage of 3rd Graders who scored advanced on ISAT Math
  - 62% in 2012
  - 60% in 2013

- Percentage of 3rd Graders who scored advanced on ISAT Reading
  - 51% in 2012
  - 53% in 2013

- Percentage of 8th Graders who scored advanced on ISAT Math
  - 37% in 2012
  - 32% in 2013

- Percentage of 8th Graders who scored advanced on ISAT Reading
  - 59% in 2012
  - 60% in 2013

- Percentage of 11th Graders who scored ≥ 500 on SAT Math
  - 38% in 2012
  - 35% in 2013

- Percentage of 11th Graders who scored ≥ 500 on SAT Writing
  - 36% in 2012
  - 33% in 2013

- Percentage of 11th Graders who scored ≥ 500 on SAT Reading
  - 38% in 2012
  - 36% in 2013

Goal #4: “Every child enrolls in and completes some form of education beyond high school.”

TVEP partner districts and schools chose the National Student Clearinghouse data to track success after graduation from high school.

- Percentage of college freshman who return for their sophomore year
  - 78% Class of 2010
  - 77% Class of 2011

- Percentage of HS graduates who obtain a degree within 6 years
  - 25% Class of 2005
  - 26% Class of 2007

This reflects data, where available, for students in the 9 Southern Idaho Conference school districts (Boise, Caldwell, Emmett, Kuna, Meridian, Middleton, Mountain Home, Nampa and Vallivue) and Bishop Kelly High School.
A Message from TVEP’s Chair

The Treasure Valley Education Partnership (TVEP) believes that the Treasure Valley’s social and economic well-being depends on the success of our education system. We also believe our education system does not begin at kindergarten or end with the completion of high school or even post high school education.

Children are born learning, and our children’s level of school readiness is crucial to future academic and workforce preparation. For our community to thrive, we need creative and innovative graduates to meet our regional workforce needs, along with resilient individuals who can progress through one or more careers during their lifetimes.

TVEP came together two years ago to develop a comprehensive, data-driven approach to monitor and positively impact key educational and social outcomes so all of our students can succeed. In partnership with local and national groups, we are building a foundation based on current data to help guide our decisions and our work.

The 2013 Baseline Report Card was the first step, and we are proud to publish our second annual report to the community. A large number of partners from various sectors in the Treasure Valley identified key indicators and goals that collectively build a pathway to education success from cradle to career. These indicators helped us last year to prioritize where resources should be aligned and have aided us in identifying and implementing best practices. You will note we have made progress in our focused efforts this year around FAFSA completion rates and early childhood literacy. However, much more work over a sustained period of time will be key to our ability to build a world-class education system in the Treasure Valley.

We look forward to further engagement and positive movement in our key performance indicators as our work progresses.

— Rich Raimondi, Core Leadership Chair, Treasure Valley Education Partnership
About TVEP

The Treasure Valley Education Partnership (TVEP) is a collective impact initiative aimed at increasing student achievement and success from cradle to career in Idaho’s Treasure Valley. The effort began in 2011, and brought together multiple individuals and organizations to establish a unified vision and a data-driven approach to measure and transform student outcomes.

TVEP is the coordinating body behind the services and programs that already exist in the Treasure Valley. Partners include early educators, local school districts, post-secondary institutions, nonprofit organizations, government entities, foundations and businesses. These partners are working collectively to advance a world-class education system that leads all students to their career of choice.

No single organization can accomplish TVEP’s vision of “Every child, every step of the way, cradle to career.” It takes a community of committed individuals and organizations to create long-term systemic change. We believe this investment is worth it and will benefit our students and enhance our local economy in the years to come.

Who TVEP represents

More than a third of Idaho’s public primary and secondary school students attend one of TVEP’s partnering school districts.

More than 40% of Idaho children younger than 6 years reside in Ada, Elmore and Gem counties.

TVEP represents more than 200,000 children, youth and students in the Treasure Valley. Geographically, TVEP’s boundaries include several cities and towns within Ada, Canyon, Elmore and Gem counties.

Our education partners include the nine Southern Idaho Conference (SIC) school districts (Boise, Caldwell, Emmett, Kuna, Meridian, Middleton, Mountain Home, Nampa, and Vallivue), Bishop Kelly High School, and local universities and colleges (Boise State University, The College of Idaho, College of Western Idaho, Idaho State University, Northwest Nazarene University, University of Phoenix and the University of Idaho).
TVEP’s Pathway to Success

By uniting and focusing the strength and resources of multiple partners on a common goal, TVEP aspires to advance a world-class education system that leads all students to their career of choice.

TVEP exists to coordinate the area’s existing resources and institutions to support youth along the education continuum.

A child’s path to success is a lifelong journey that begins years before entering the classroom and continues long after graduation. TVEP’s pathway to success outlines the critical milestones in a child’s life that we as a community must help them reach. If we don’t, their potential for future success will be significantly hindered.

Pathway to Success

The Treasure Valley Education Partnership strives to ensure that every child:

1. Is prepared for school.
2. Is supported inside and outside school.
4. Enrolls in and completes some form of education beyond high school.
5. Enters their career of choice.
6. Is supported through meaningful career progression.
Need and Opportunity

Over the last several years, the Treasure Valley has seen a shift in our student population with growth in student diversity and an increase in students living in poverty. This shift in student population is not only occurring locally; this same trend is occurring regionally and nationally, and it is changing the way we must approach education.

Note: Doesn’t include Bishop Kelly High School

Source: Idaho State Department of Education, Free and Reduced Lunch Totals by District, 2008-2009 and 2012-13 District Totals
Note: Doesn’t include Bishop Kelly High School
A child’s academic success is inextricably linked to his or her socioeconomic environment. A growing number of students must overcome poverty-related obstacles to succeed.

Differences in ethnic makeup, income, and student achievement exist in our community and between our partner districts. TVEP seeks to close these achievement gaps. To do so, we have to confront these gaps, look at what our students need to succeed, and make changes to better serve all students and their families.

Source: Idaho State Department of Education, Idaho Standard Achievement Test Results by District

Percent of students scoring advanced on ISAT, by income (2013)

![Graph showing percent of students scoring advanced on ISAT by income level]

- Eligible for Free and Reduced Lunch
- Not Eligible for Free and Reduced Lunch

Source: Idaho State Department of Education, Idaho Standard Achievement Test Results by District
What is the Community Report?

This is TVEP’s second annual Report to the Community. It presents the most recent data on our Community Indicators of Success and shows trends and results relative to baseline data. The report shares results for only those areas of focus or “Goal Areas” where Community Indicators have been identified at this time (Goal Area 1, 2, 3, and 4). When Community Indicators are identified for Goal Areas 5 and 6, they will be included in subsequent reports.

This report is an important tool in illustrating community accountability, and the results reflect on us all. The report takes a look at how our students are doing and how well we, as a community, are supporting them.

This report is meant to help focus attention on our most urgent needs and target our resources and efforts. It is our intent to use data to help guide decisions by sharing our community indicators broadly and openly.

A year ago we published the TVEP Baseline Report Card. The baseline year (unless otherwise noted) was the 2011–12 school year. In generally, this report shows data for the subsequent school year and is meant to guide strategic action in the coming year.

Because our working groups are in their first year of this long-term work toward system change, we don’t yet expect to see an impact on our Community Indicators of Success. In the near future, we expect to see positive movement at the individual school or district level. However, it will take a few years before we see the impact of our work at a community level.

To better illustrate our community’s unique challenges, results are broken down by district, ethnicity, or income level whenever possible. While our goal is for all students to meet critical milestones along the pathway to success, not all groups are starting from the same place. In this report, we share results for our “highest-” and “lowest-”performing partner districts and for all districts combined. We do this to illustrate the wide range of student achievement across the Treasure Valley and to keep our sights on closing this achievement gap. This is not meant to be a comparison of which districts are better than others, but rather an indication of the myriad factors that impact student achievement.

What are Community Indicators?
Specific measures of achievement that are used to track progress.

How are they selected?
- They are mutually agreed upon
- The supporting data is available, affordable, and trusted
- They are valid measures of a desired student outcome
- They can be changed through local action
Goal Area 1
“Every child is prepared for school”

Why is this important?
Children with higher levels of school readiness at a young age are more successful in school, less likely to drop out, and will earn more as adults. Children who enter kindergarten without the basic skills that they need to succeed in school rarely catch up to their peers without resource-intensive early intervention.

What are our indicators?
Percent of students who score at benchmark on the Fall Kindergarten Idaho Reading Indicator (IRI)

Baseline year 58%  Recent year 58%

Kindergarteners, by district, who are ready to read when they arrive at school

Source: Idaho State Department of Education, Fall Kindergarten Idaho Reading Indicator Results

TVEP uses the Fall Kindergarten IRI as a measure of how prepared our children are for school. A benchmark score demonstrates they have the basic skills they need to learn to read.
**What do we know?**

Idaho is one of 11 states that does not offer state-funding for pre-kindergarten programs. In Ada County, more than half of 3- and 4-year-olds do not attend preschool, while nearly three-quarters of 3- and 4-year-olds in Canyon County do not.

Evidence shows that young children who participate in high-quality early-learning programs have a greater chance of being healthy and successful as adults and that the poorest children benefit the most from engaging in early childhood programs.

In Idaho, our lowest-income kids have the least opportunity to reap the benefits of high-quality early education. The Idaho Kids Count data center shows that less than a third of children from families with a household income of less than $50,000 a year are enrolled in preschool.

**What are we doing?**

Early on in our collaborative work, Goal Area 1’s “Prepared for School” working group saw the need for an increase in quality care and early-learning opportunities for families and children in the Treasure Valley.

The group collectively reviewed the IRI results and saw that, locally and statewide, no gains had been made in school readiness over the last several years.

![Percentage of kindergarteners who are ready to read when they arrive at school (Fall 2007 through 2013)](chart)

*Source: Idaho State Department of Education, Fall Kindergarten Idaho Reading Indicator Results*

The data showed a clear gap in school readiness among communities across the Treasure Valley and a difference in school readiness by income level.
With this knowledge, the “Prepared for School” working group decided to focus on improving early literacy skills in children from 3 to 5 years old with a specific goal of working in high-need communities to close the achievement gap.

Their first step, however, was to ensure that the children in their programs were entering school with the literacy skills they needed to be successful. An internal survey uncovered that among the roughly 30 partners at the table, more than a dozen tools were used to assess their students’ literacy skills.

This illustrated a clear need for the group to identify and adopt a common tool to measure our youngest learners’ literacy skills and growth. As their first collaborative project, the “Prepared for School” working group will pilot the implementation of the carefully chosen Get Ready to Read screener. This screener was selected for its relatively low cost, ease of use, and research tying it to key predictors of early literacy achievement.

This fall the “Prepared for School” working group will support a small number of local child-care providers and preschool classrooms in the implementation of the Get Ready to Read Screener. The purpose of the Get Ready to Read pilot implementation project is to identify the support and resources that a variety of child care and other early learning programs need to successfully implement the Get Ready to Read screener.
The working group will engage and train a team of volunteer proctors to administer the screener in the classroom. Participating preschool teachers will receive training on how to use the Get Ready to Read results to guide literacy-building activities in the classroom, and parents will be provided with resources to help enhance their young learners’ early literacy skills at home.

More information on the Get Ready to Read Screener and free early learning resources can be found at [www.getreadytoread.org](http://www.getreadytoread.org)

"It is tremendously exciting to work with so many partners in the community who are dedicated to improving school readiness in the Treasure Valley."

— Cristianne Lane, Lee Pesky Learning Center and Co-Chair for “Prepared for School” Working Group
Goal Area 2
“Every child is supported inside and outside school.”

Why is it important?
The support that children receive inside and outside of school is essential to their academic, social, and emotional well-being.

What are our indicators?
Percent of students who score advanced on the 8th grade mathematics Idaho Standard Achievement Test (ISAT)

Baseline year 37% ↓ Recent year 32%

Students scoring advanced on 8th-grade math ISAT

Source: Idaho State Department of Education, Idaho Standard Achievement Test Results by District

What do we know?
Well-developed social and emotional skills are critical to a child’s academic success. These skills are often referred to as social and emotional competencies and can be innate or learned behaviors, attitudes, or coping strategies. They can be tied to specific academic outcomes such as grade-point average and math and reading test scores.

Emerging research shows that social and emotional competencies are important to success in school and career and can change or develop over time given the right environment.
What are we doing?

Early on in the process, the “Supported Inside and Outside of School” working group decided to focus on the connection between social and emotional learning and academic success. The biggest concern they had was how to tie social and emotional competences to the key academic indicators the community had chosen for the partnership.

As a starting point, the working group reviewed 3rd- and 8th-grade ISAT Math and Reading results and saw that over the last several years, our partner school districts have made steady gains in the percent of 3rd- and 8th-grade students who score advanced on the ISAT reading and math tests. However, the smallest gains were made in the percent of 8th graders who score advanced in math.

The working group also reviewed attendance data as a measure of student engagement and saw a dramatic increase in absenteeism beginning in middle school. This rise in absenteeism and drop in 8th-grade math performance gains led them to narrow their scope of work to the middle school years.

Chronic absenteeism is commonly defined as missing 10% or more of the school year. Chronic absenteeism rates are not tracked in Idaho; however, schools collect daily attendance data, which was used to estimate chronic absenteeism rates. Although this information was useful in understanding absenteeism trends by grade, there are limitations to this approach.

Since the release of the 2013 Baseline Report Card, the “Supported Inside and Outside of School” working group has worked to identify a measureable social and emotional learning outcome that could be tied to an academic indicator.
As part of the effort, Stephanie Carpenter, the “Supported Inside and Outside of School” chairperson, participated in the national Task Force on Measuring Social and Emotional Learning. The Task Force’s charge was to determine a menu of social and emotional competences that are well-related to academic achievement, are malleable, and can be measured. In August 2013, the Task Force released a three-volume report that included information on five key competencies that met these criteria.

**Grit** is the ability to delay self-gratification and to “stick to” a difficult task. **Emotional Competence** is the ability to manage strong emotions, show empathy, be self-aware, and build healthy relationships.

The working group chose two of the five key competencies as possible indicators for their work: Grit and Emotional Competence. Both of these traits have been shown to be significantly related to academic achievement in middle school.

The working group’s next step will be to get a better understand of our middle schools students’ social and emotional learning needs by piloting a survey to measure student Grit and Emotional Competence at select middle schools.

"It always seems impossible until it’s done ~ Nelson Mandela. Don’t you think this describes the ‘messy’ work we are doing?"

— Stephanie Carpenter, Caldwell School District and Chair for “Supported Inside and Outside School” Working Group
Goal Area 3
“Every child succeeds academically.”

Why is it important?
Student success is TVEP’s overarching goal. All of our partners are committed to helping students achieve their greatest potential. As a community, we must support them in meeting each academic milestone along the pathway of success. When students fall behind, it can be difficult for them to catch up to their peers without a great deal of increased support.

What are our indicators?
Percent of students who score advanced on the 3rd-grade reading ISAT

Baseline year 51%  Recent year 53%

Source: Idaho State Department of Education, Idaho Standard Achievement Test Results by District
Percent of students who score advanced on the 8th-grade reading ISAT

Baseline year 59%  →  Recent year 60%

Students scoring advanced on 8th-grade reading ISAT

Source: Idaho State Department of Education, Idaho Standard Achievement Test Results by District

Percent of students who score advanced on the 3rd-grade math ISAT

Baseline year 62%  →  Recent year 60%

Students scoring advanced on 3rd-grade math ISAT

Source: Idaho State Department of Education, Idaho Standard Achievement Test Results by District
Baseline year 37% → Recent year 32%

Students scoring advanced on 8th-grade math ISAT

Source: Idaho State Department of Education, Idaho Standard Achievement Test Results by District

The Scholastic Aptitude Test (SAT) is one of the most widely used measures of academic readiness for college. The College Board has identified subject-level readiness for each section of the SAT as a score of 500 and above.

Percent of high school juniors who score at or above 500 on the SAT Reading test

Baseline year 38% → Recent year 36%

Note: The SIC Districts percentage includes 9 school districts and one private high school.
Percent of high school juniors who score at or above 500 on the SAT Math test

Baseline year 38%  ↓  Recent year 35%

Percent of students scoring at or above 500 on SAT Math

Note: The SIC Districts percentage includes 9 school districts and one private high school.

Percent of high school juniors who score at or above 500 on the SAT Writing test

Baseline year 36%  ↓  Recent year 33%

Percent of students scoring at or above 500 on SAT Writing

Note: More high school juniors participated in SAT testing in 2013 with a higher percent of students from alternative high schools and lower performing high schools tested in 2013 compared to 2012. With the fluctuation in testing rates and limited years of SAT data, it is difficult to assess trends in SAT performance. Additional years of data will provide valuable insight into regional trends in college readiness.

Note: The SIC Districts percentage includes 9 school districts and one private high school.
What do we know?
Each milestone in the pathway to success is inextricably tied to the next. Entering school ready to learn is linked to a student’s likelihood of reading at grade level by 3rd grade, meeting academic benchmarks in 3rd-grade reading and math predicts a student’s academic success in middle and high school, and academic performance in the 8th grade is strong indicator of whether a student will graduate and go on to college. If our students miss a critical milestone, they are more likely to struggle to achieve subsequent ones. It is our responsibility as a community to ensure that our students do not miss a mark.

What Are We Doing?
The “Succeeds Academically” working group came together in the fall of 2013 to select an initial community indicator of success to focus their work. The working group formalized its commitment to the academic success and personal growth of all Treasure Valley students by bringing together education stakeholders from throughout the Treasure Valley to participate in data-driven discussions that lead to collective action. This working group is made up of educators, including teachers, principals, superintendents, and administrative staff from TVEP’s nine partner school districts and Bishop Kelly High School.

The group reviewed the most current ISAT and SAT data and felt that the most urgent need, demonstrated by our community-wide SAT results, is that too few of our students are prepared for college when they leave school. The group agreed to focus their effort on college readiness. TVEP is excited to mobilize this working group in the future.

TVEP is a proud member of the Idahoans for Excellence in Education. This coalition supports the implementation of Idaho Core Standards. The Idaho Core Standards are more rigorous than Idaho’s previous standards and raise the bar for what Idaho students learn in math and English. The Idaho Core Standards are essential to creating an education system that prepares our young people for success in school, work, and life. To learn more, www.idahocorestandards.org.
Goal Area 4
“Every child enrolls in and completes some form of post high school education.”

Why is it important?
Simply put, our 21st century global economy demands education beyond high school. By 2020, 63% of jobs in Idaho and around the nation will require postsecondary education—either a career certificate or a college degree. As of 2012, 38% percent of adults in the Treasure Valley had an associate degree or higher.

What are our indicators?
Percent of high school graduates who enter postsecondary education within two years of high school graduation

Baseline year 64%  
Recent year 67%

Percent of graduates who enroll in college within two years of high school completion (class of 2010 and 2011)

Source: National Student Clearinghouse Student Tracker Report data
Note: The SIC Districts percentage includes 9 school districts and one private high school.
Percent of college and university freshman who return for their sophomore year

Baseline year 78%  →  Recent year 77%

Percent of college and university freshman returning for sophomore year (class of 2010 and 2011)

Source: National Student Clearinghouse Student Tracker Report data
Note: The SIC Districts percentage includes 9 school districts and one private high school.

Percent of high school graduates who attain a 2- or 4-year degree within six years of high school graduation

Baseline year 25%  ↑  Recent year 29%

Percent of graduates who attain an associate's or bachelor's degree within 6 years of high school completion (class of 2005 and 2007)

Source: National Student Clearinghouse Student Tracker Report data; Idaho State Board of Education data were used for five districts when NSC data was not available for the class of 2005.
Note: The SIC Districts percentage includes 9 school districts and one private high school.
What do we know?
The Georgetown University Center on Education in the Workforce projected that by 2020, 63% of the jobs in Idaho will require a college degree or a career credential. While college enrollment rates for partner school districts have increased steadily over the last several years, they have not kept pace with the demands of our economy and local employers. Our local and state economy requires an increasingly skilled workforce. We need each subsequent generation to be better educated than the last.

The majority of high school graduates from the Treasure Valley enrolled in an Idaho institution, with most attending Boise State University, College of Southern Idaho (which includes College of Western Idaho in the National Student Clearinghouse database) or the University of Idaho.

What Are We Doing?
The “Enrolls In and Completes Some Form of Post High School Education” working group decided to focus their resources, time and talent in support of students as they transition from high school to postsecondary education. With the knowledge that financial worry is one of the biggest barriers that Idaho students face when deciding on what to do after high school, the working group planned a pilot project around student financial aid: the first annual FAFSA Frenzy Competition.

The FAFSA (Free Application for Federal Student Aid) allows students to be considered for nine federal student-aid programs, 605 state aid programs, and most of the institutional aid available in the U.S.

The short-term goal of the FAFSA Frenzy competition was to increase the number of students who complete a FAFSA by providing one-on-one support to students and their families. The long-term goal is reduce the financial barrier that students may face and as a result increase the number of students who go on to college.
The working group invited several high schools with low FAFSA completion rates, low college enrollment rates, and high financial need to participate in the competition. Kuna, Meridian, Mountain Home, and Nampa High Schools were selected for the competition. The high school with the highest FAFSA completion rates at the end of the competition would win a senior party at a local family amusement park.

Hands-on FAFSA Frenzy completion events were held at each of the four participating high schools. The events provided opportunities for families to receive information on how to complete the FAFSA and one-on-one financial aid assistance.

When the FAFSA Frenzy competition wrapped up at the end of April, 48% of all seniors at participating schools had completed FAFSA, compared to 44% in the previous year. And Nampa High School, the overall contest winner, had 10% more students complete a FAFSA than the previous year.

In the coming year, this working group plans to improve and expand on lessons learned with a Second Annual FAFSA Frenzy competition that has an additional focus on increasing college application completion and gaining a better understanding of our students' military and religious mission going rates.

"My time spent volunteering with TVEP has reminded me how great things can happen when good people come together to create positive changes in the community."

— Eric Studebaker, College of Western Idaho and Co-Chair for “Enrolls in and Completes Some Form of Post High School Education” Working Group
Join us!

It will take a collective and sustained effort from all of us to create lasting change. We all have a role to play.

This report presents some of the data TVEP is using to form an understanding of the needs of our community. Data shared in this report helps guide our work.

TVEP is identifying strategies to ensure every child is successful. We are seeking individuals and organizations to join us in developing solutions to improve educational outcomes from cradle to career.

Thank you to our community partners who are committed to ensuring success for our valley’s children.

We invite all members of the community to join us. There are several more ways to participate in the collaborative work of TVEP:

- Join a working group
- Become a convening partner
- Be a sponsor
- Volunteer
- Attend the next Community Advisory Group meeting

**TVEP is a part of the StriveTogether Cradle to Career Network, which enables communities across the nation to share expertise, identify and adapt programs that work, and develop effective tools and resources to address local education challenges.**

**TVEP’s framework for success is based on four key pillars**

- Shared Community Vision
- Evidence-Based Decision Making
- Collaborative Action
- Investment & Sustainability
Acknowledgements

Thank you to our Core Leadership Team

- Rich Raimondi — (TVEP Chair) President, Bishop Kelly High School
- David Alexander — President, Northwest Nazarene University
- Terry Blom — AVP, Enrollment & Student Services, College of Western Idaho
- Jeffery Brooks — Professor and Department Chair, University of Idaho
- Nora Carpenter — President and CEO, United Way of Treasure Valley
- Linda Clark — Superintendent, Meridian Joint School District No. 2
- Don Coberly — Superintendent, Boise School District
- Scott Curtis — Senior Vice President, Treasure Valley YMCA
- Jim Everett — CEO, Treasure Valley YMCA
- William Gilbert Jr. — Founding partner, CAPROCK Group
- Scott Gipson — President, Caxton Printers Ltd.
- Rod Gramer — Executive Director, Idaho Business for Education
- Kathy Hagler — President, Kathy Hagler and Associates
- Marvin Henberg — President, The College of Idaho
- Mike Jung — President and Publisher, Idaho Statesman
- Diana Lachiondo — Director of Community Partnerships, City of Boise
- Molly Lenty — Community Affairs Manager, Wells Fargo
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