

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA**  
**March 7-8, 2002**

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## **SUBJECT**

Progress Report: Idaho Small Business Development Center (ISBDC) and Idaho Council on Economic Education (ICEE)

## **BACKGROUND**

Both the ISBDC and the ICEE are housed on the Boise State University campus. Each entity makes a request for state general funds through the Board's Special Programs budget request. In FY 2002, the ISBDC received \$473,700, and the ICEE received \$55,700.

In the future, they will provide progress report information through the annual report given by Boise State University.

**Idaho State Board of Education**

**March 7-8, 2002**

## **PROGRESS REPORT**

**Idaho Small Business Development Center**

**Boise State University**

**Idaho Small Business Development Center  
Progress Report**

Period: January – December 2001

Role & Mission Goals

The goal of the Idaho Small Business Development Center is to provide Idaho entrepreneurs access to education, training, and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive and lifelong learners. We also provide “real-world” experience for our college and university students.

**Constituent Issues & Service Delivery**

The Idaho Small Business Development Center (SBDC) was established in 1986 as a partnership between the U.S. Small Business Administration and Boise State University. The purpose of the ISBDC is to encourage and assist the development and growth of small businesses in the state by leveraging higher education resources. Nationally, as in Idaho, over 90% of new jobs are being created by the small business sector.

The Idaho SBDC annually conducts a small business needs assessment. This information is used to determine the direction of the Center. The Center also has a statewide advisory council to provide direction to the State Director. This council has 15 members from around the state. The majority of the members are small business owners.

The Idaho SBDC is a network of business consultants and trainers that operates from the state's colleges and universities. Boise State University's College of Business serves as the State Office with administrative responsibility for directing the type and quality of services across the state. The State Office sets strategic milestones on numbers of clients served through consulting and training along with quality standards to ensure the Regional Offices effectively and efficiently serve small businesses. The State Office conducts annual performance reviews and provides feedback to the Regional Offices and their hosts. The Regional Offices in the following locations are funded under sub-contracts with the host institutions from Boise State University:

North Idaho College - Coeur d'Alene  
Lewis-Clark State College - Lewiston  
Boise State University - Boise  
College of Southern Idaho - Twin Falls  
Idaho State University - Pocatello  
Idaho State University - Idaho Falls

The Idaho SBDC provides the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector. The business community is also accorded the

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opportunity to attend numerous training courses and seminars that support the development of their businesses.

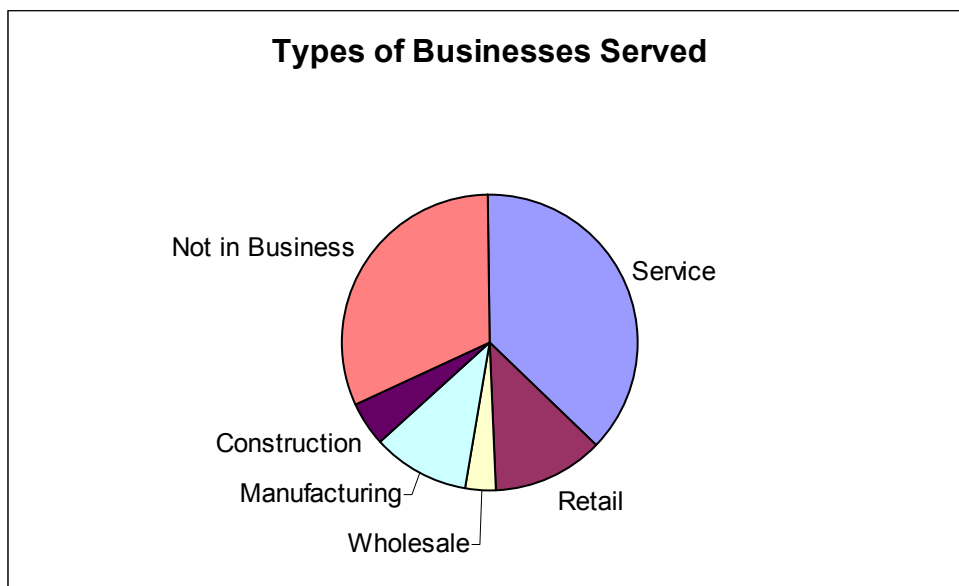
The ISBDC provides direct one-on-one business consulting to small business owners and entrepreneurs. Primary consulting is accomplished with a small core staff of professionals. Most of the professional staff has advanced degrees and five years or more of small business ownership/management experience. Business counseling is designed to provide in-depth business assistance in areas such as marketing, finance, management, production and overall business planning. The ISBDC allocates sufficient resources to positively impact the individual small business's operation, a goal currently defined as 8.5 hours per consulting case. Faculty and students at each institution expand the Center's knowledge and resource base and provide direct assistance in appropriate cases. Senior undergraduate and graduate students are utilized as 'Research Assistants' who complete work for ISBDC business consultants.

The ISBDC also provides low-cost, non-credit training workshops to improve business skills. Training workshops, primarily directed at business owners, are typically 3-4 hours in length, attended by 15-20 participants, and cover topics such as marketing, accounting, management, finance, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material is presented by a subject-matter expert. Significant private sector contributions are made in support of ISBDC workshops. A standard training format allows the ISBDC to provide consistent, cost-effective training throughout the state.

### Utilization:

#### Consulting

Number of clients served:	1,592
Hours of consulting:	17,468
Average hours of consulting/client:	10.97
Women-owned businesses	792
Veterans served	203
Types of businesses served:	



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## ***Training***

Number of events:	143
Number of attendees:	1,922
Training Hours:	12,904
Women-owned businesses	1,074
Veterans served	178

Training topics:

<b>Training Topic</b>	<b>Number of Seminars</b>
Pre-Business Planning	10
Managing a Business	8
Business Planning	6
Managing Employees	23
Marketing/Sales	13
Customer Relations	4
Accounting/Budget	17
Cash Flow Management	5
Tax Planning	3
Legal Issues	4
Purchasing	3
International Trade	1
Computers in Small Businesses	3
Women-Owned Businesses	1
Technology	13

## **External Reviews/Certifications**

The Association of Small Business Development Centers certifies the Idaho SBDC. This process was developed and funded by the U.S. Congress. Idaho was one of the first six states to receive certification in 1996 and was re-certified in 2002. The certification process is patterned after the Malcolm Baldrige Quality Award. The goal is to ensure high quality services and continuous improvement. The Idaho SBDC must pass certification to receive federal funding.

A U.S. Small Business Administration examiner also reviews the Idaho SBDC program biannually. We recently received a report from our last review with only minor suggestions for improvement.

The Center is also audited annually under the Single Audit Act for programs that receive federal funding.

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### Infrastructure Goals

#### Personnel:

1. All of the personnel (professional and administrative) in the Idaho SBDC network are internally certified before working with small business clients. This includes professional skills, available resources, and confidentiality issues. We also develop personal development plans, which are reviewed by a supervisor.
2. The Center is currently reviewing staffing to ensure the needs of small businesses are met with the current structure. This review will be completed by 6/02.

Finance: With the current budget shortfall, we have identified and reduced expenditures to meet the current budget. Where possible, we have eliminated programs (such as the legal assistance to small businesses), but maintain the core of providing high quality training and consulting to small businesses around the state.

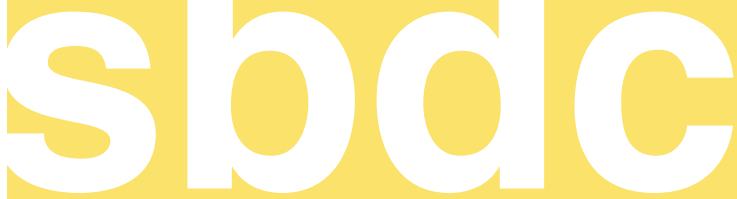
Grants & Contracts: The Center is currently managing two major grants—the SBA grant for SBDC services (\$500,000) and an EDA grant for the incubator (TECenter) construction at Boise State University West (\$1,990,000).

Facilities: The Idaho SBDC is providing the operational input and grants management for the TECenter. Construction is managed by the DPW. An architect and construction managers have been selected. Preliminary design phase is complete and awaiting approval from the Permanent Building Fund. The TECenter is currently on schedule and construction should begin in May 2002. John Glerum, the former President/CEO of Ore-Ida Foods, is the manager of the TECenter.

#### Advancement:

1. As stated above, the Center continues to work to improve the skills of our professional and administrative staff.
2. Annually the Center contracts with an independent party to conduct an impact study to measure the impact of Idaho SBDC services. A copy of the results of this study is attached.

Contact: Jim Hogge, State Director  
Idaho Small Business Development Center  
1910 University Drive  
Boise, Idaho 83725  
208-426-3799 or [jhogge@boisestate.edu](mailto:jhogge@boisestate.edu)



I D A H O

## 16 years helping Idaho's small business grow

### How do we help?

As a partner with Idaho's Colleges and Universities and the US Small Business Administration, the Idaho Small Business Development Center (SBDC) provides a wealth of free and low-cost information resources designed to support and educate Idaho's small business owners, inventors and entrepreneurs. Since opening its doors in 1986, the Idaho SBDC has delivered high-quality, up-to-date counseling, training, research and technical assistance in all aspects of business management.

Starting and growing a small business requires detailed planning and a good grasp of finance, marketing and management. This is where the professionals at the Idaho SBDC can help. Along with our partners, we have access to the information and resources needed for a business owner to succeed.

### Who do we help?

- Small Business Owners
- Small Business Managers
- Entrepreneurs
- Inventors

#### In 2001 the Idaho SBDC served:

Over **1,500** clients with tailored, one-on-one consulting.  
Over **1,900** individuals with focused, high-impact training.

### What have we accomplished?

#### Our Clients' Sales Grow:

- More than **three times** the state's growth.
- In the last year, Idaho SBDC clients' sales grew **\$52 million** more than the average business.

#### Our Clients Create New Jobs:

- Employment growth is **four times** the state average.
- In the last year, Idaho SBDC clients have added over **619 new jobs**.

Our Clients have obtained over **\$36 million in financing** to start or expand their businesses.

Over **88% of our clients would refer** other business owners to the Idaho SBDC.

### What is the Return on Investment (ROI)?

In the past year, the Idaho SBDC has provided an ROI of approximately 3.9.

- Additional state taxes paid by our clients' extraordinary growth was \$2.4 million.
- Additional federal taxes paid by our clients' phenomenal growth was \$1.8 million.

### How do you contact the Idaho SBDC?

If your goal is to start, manage, or grow a small business, we encourage you to call or visit your nearest Idaho SBDC Office or visit our website at **[www.idahosbdc.org](http://www.idahosbdc.org)**.

**directionsolutionsimpact 2001**

## Technology Connections

The Idaho SBDC operates a specialized program to assist Idaho's small businesses in finding and obtaining resources for research and development of their new products or services.

Achievements for Technology Connections for 2001 are:

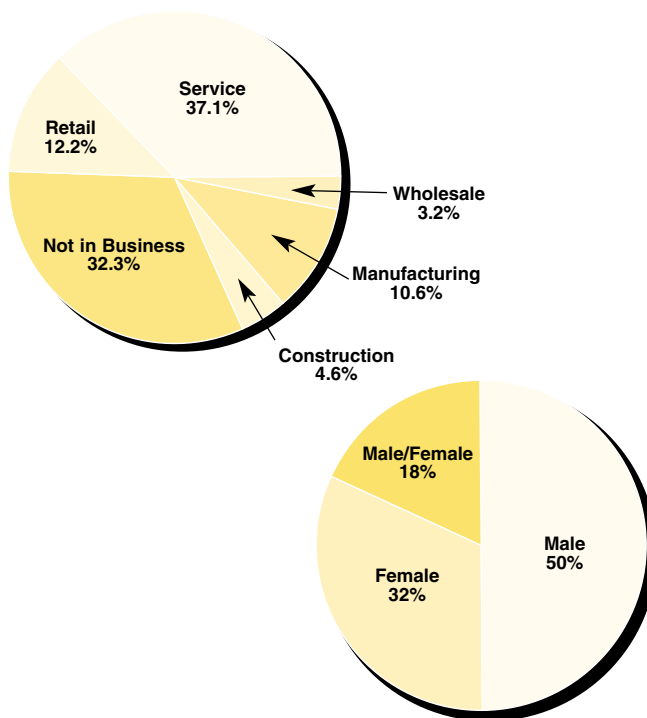
- Thirteen companies were awarded funding for seventeen proposals (15 Phase I, 2 Phase II) with a value of just over \$2.5 million.
- Federal agencies making the awards included Dept. of Defense (9), Dept. of Agriculture (3), National Science Foundation, National Institutes of Health (4).
- Companies were located in Post Falls, Plummer, Hagerman, Buhl, Idaho Falls (2), Boise (2), Pocatello, Jerome, Troy, Moscow, and Twin Falls.
- Six of the thirteen companies will prepare Phase II applications based on research results.

## What's coming?

Progress is being made on the development and construction of the new Technology and Entrepreneurial Center (TECenter) at the Boise State University West Campus site. John Glerum, TECenter Director, reports that construction is scheduled to start this May, with a targeted completion of November 2002. The facility will be approximately 40,000 square feet and will be able to support up to 20–30 start-up and early stage technology companies. Interest and questions can be addressed to John at 426-4138 or [jglerum@boisestate.edu](mailto:jglerum@boisestate.edu)

## Who does the Idaho SBDC serve?

The Idaho SBDC has the professional staff and experience to serve a wide variety of businesses throughout the state. All of our consultants have owned or operated a small business. We also focus on the fastest growing sector of Idaho's small business—women owned firms.



**For more information or to access our services in your area, contact the Idaho Small Business Development Center (SBDC) office nearest you:**

### State Office of the Idaho SBDC

Boise State University  
1910 University Drive  
Boise, ID 83725-1655  
Office: 1021 Manitou Ave.  
208-426-1640  
208-426-3877 fax  
Email: [cchamber@boisestate.edu](mailto:cchamber@boisestate.edu)

### Region I

North Idaho College SBDC  
525 W. Clearwater Loop  
Post Falls, ID 83854-9400  
208-769-7864  
208-769-3223 fax  
Email: [cmjordan@nidc.edu](mailto:cmjordan@nidc.edu)  
<http://www.nic.edu/wft/ISBDC.htm>

### Region II

Lewis-Clark State College SBDC  
500 8th Avenue  
Lewiston, ID 83501  
208-792-2465  
208-792-2878 fax  
Email: [slwagner@lcsc.edu](mailto:slwagner@lcsc.edu)  
<http://www.lcsc.edu/isbdc>

### Region III

Boise State University  
1910 University Drive  
Boise, ID 83725-1655  
208-426-3875  
208-426-3877 fax  
Email: [klabrum@boisestate.edu](mailto:klabrum@boisestate.edu)  
<http://www.idahosbdc.org>

### Region III McCall Satellite Office

P.O. Box 1901  
McCall, ID 83683  
Office: 100 N. 3rd Ave.  
Phone/Fax: 208-634-2883  
Email: [klabrum@boisestate.edu](mailto:klabrum@boisestate.edu)

### Region IV

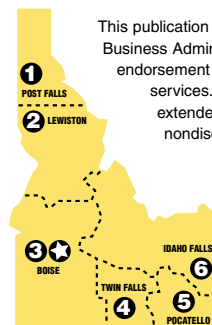
College of Southern Idaho SBDC  
P.O. Box 1238  
Twin Falls, ID 83303-1238  
Office: 315 Falls Avenue  
208-733-9554 ext. 2450  
208-733-9316 fax  
Email: [MMakay@csi.edu](mailto:MMakay@csi.edu)  
<http://www.csi.edu/support/isbdc/sbdc.html>

### Region V

Idaho State University SBDC  
1651 Alvin Ricken Drive  
Pocatello, ID 83201  
208-232-4921  
208-282-4813 fax  
Email: [smallbus@isu.edu](mailto:smallbus@isu.edu)

### Region VI

Idaho State University SBDC  
2300 N. Yellowstone  
Idaho Falls, ID 83401  
208-523-1087  
208-528-7127 fax  
Email: [woodrhon@isu.edu](mailto:woodrhon@isu.edu)



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## **Briefing Document**

Presented by the Idaho Council on Economic Education

For the State Board of Education  
March 2002

**Idaho Council on Economic Education**

Jack P. Rucker, Executive Director

[jrucker@boisestate.edu](mailto:jrucker@boisestate.edu)

Kathleen J. Hoff, Program Administrator

[jhoff@boisestate.edu](mailto:jhoff@boisestate.edu)

1910 University Drive

Boise, ID 83725-1640

208-426-1360

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### **Mission, Purpose & History of the Idaho Council on Economic Education**

The Idaho Council on Economic Education (ICEE) is a state organization whose mission it is to increase economic and personal finance literacy by teaching teachers how to make these subjects come alive in the classroom and by equipping them with the materials to do it well, designing curriculum and assessing results. Through a wide variety of educational programs and other resources, ICEE provides the needed background of economic understanding and essential economic concepts and performance standards for teachers. The Council makes America's finest relevant classroom materials available to teachers for their students. The major goal is for every graduate of Idaho schools to become knowledgeable, prudent savers and investors, economically literate consumers, and wise decision-makers over their lifetimes.

Established in 1971, the Council maintains its tax-exempt status from the Internal Revenue Service under Section 501(c)(3) of the tax code. The Council is a unique public-private partnership among education, business, and individual citizens. In cooperation with the Centers for Economic Education at Boise State University, Idaho State University, the University of Idaho, and the College of Southern Idaho, the Council operates and funds a variety of educational programs. Associate Center status is maintained at North Idaho College and a special arrangement at BYU-Idaho helps provide convenient professional development contact for teachers in Region VI. The ICEE depends *entirely* on funds raised in the private sector or through its affiliation with the National Council on Economic Education for all programming needs. A modest line item contained in the SBOE Special Programs budget assists with the professional development outreach expenses incurred by the by the Council through the Centers delivery system named above.

### **Governance**

A volunteer Board of Directors that is largely drawn from the private sector, representing each of the state's six regions governs ICEE. Regional Advisory Boards, similar in composition to the Board of Directors, play an important role in the delivery of educational programs, providing advice and counsel for center directors and staff while maintaining a vital link between the program, the business and the education communities. The Superintendent of Public Instruction serves ex-officio on the board along with three representatives (office of the President; Dean, College of Business and Economics; Dean, College of Education) from the host institution, Boise State University.

### **Staffing**

Council staffing consists of the Executive Director, and Administrative Assistant who also serves as the Idaho Stock Market Game Coordinator. A small stipend is also made available for the Director of the Boise State University Center for Economic Education located in the College of Education. This position also provides pedagogical consultation to the Council. The program administrator for the Council is paid from local funds.

The National Council on Economic Education, organized in 1949, is the premiere source of teacher training and materials used to instill an understanding of economic principles for grades kindergarten through twelve. Over the past 53 years, NCEE has trained more than two-and-a-half million teachers across America, who in turn, have taught economic concepts to over 150 million

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students. Through the **Economics**America network of State Councils and nearly 300 university/college Centers for Economic Education, more than 120,000 K-12 teachers are trained each year who then provide quality education in basic economics to more than 7 million students.

The Idaho Council is affiliated with the National Council who also serves as the accrediting agency. The Idaho Council was examined through peer review and renewed for another five-year period in October of 2000.

### **Services Offered**

The Idaho Council on Economic Education provides:

- A unique service as the only truly statewide organization in Idaho teaching K-12 educators to teach economics, personal finance and entrepreneurship and to incorporate economics into the social studies including history, government, civics, business and professional/technical education.
- Teacher professional development, through workshops, university/college-based courses
- Assistance in the implementation of standards-based Idaho curriculum
- Additional voluntary national content standards in economics for use by school districts, individual schools and teachers
- Classroom tested, ready to use materials and study guides for teachers, and fun, innovative experienced based methods that enhances student learning through real world examples, such as the Stock Market Game™ that teaches students in “real time” the essentials of the saving, investing and capital creation in the equity stock market
- The International Economic Summit™, a proprietary simulation program for secondary school students designed to expand open markets and international trade through experienced-based learning.
- Instruments for assessing student performance to assist educators evaluate results
- The opportunity for thirty select Idaho teachers to obtain a three-year fully paid interdisciplinary Master of Science degree in Economic Education through the Idaho Economics Fellows Institute (a Council program expressly funded by the J.A. & Kathryn Albertson Foundation)

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**A Signature Program:**

**The International Economic Summit™**

**Expanding Open Markets and International Trade  
Through Experienced-Based Learning**

***Introduction***

For the past fifty years we have seen many of the world's economies become more and more interdependent when measured by the movement of basic goods and services, capital, technology, and business enterprise. As President George W. Bush stated in his first State of the Union Address to the Congress on January 29, 2002, "Good jobs depend on expanded trade." In addition, a recently released study by the World Bank, *Globalization, Growth and Poverty: Building an Inclusive World Economy*, revealed that twenty-four developing countries increased their integration into the world economy over the two decades ending in the late 1990's, achieving higher growth in incomes, longer life expectancy, and better schooling. The growing integration of economies and societies around the world is clearly in the best interest of all people and all countries, rich and poor alike.

***Learning the Benefits of Trade Today for a Better Tomorrow***

The International Economic Summit™ (IES) provides high school students with the opportunity to acquire basic economic concepts within the framework of international trade. Working in small groups for an eight-to-ten week period, student teams adopt a country and take on the role of economic advisor. The goal for each student team is to improve their country's standard of living/quality of life through international trade. Each team conducts extensive research to evaluate conditions within their country and develop a strategic plan to improve living standards. The culminating Summit event brings all countries together to implement their strategic plans through a day of negotiation and trade.

The culminating event revolves around an international trade simulation that challenges student teams to achieve the goals of their strategic plan. This daylong event is comprised of a series of highly engaging activities designed to simulate the complexities and challenges of world trade. The event concludes with an awards ceremony recognizing the achievement of student teams and the benefits of free trade. A typical event will play host to 300 to 350 students comprising 60-70 countries.

***Program Implementation***

The International Economic Summit, as a world trade simulation, is designed to help students understand the benefits of trade and explore the controversies associated with globalization. Prior to the Summit event, students complete a series of lessons in preparation for participating in the daylong simulation. The lessons are comprised of basic economic concepts that engage students intellectually and in the pursuit of improving living standards for their country.

At the core of the program is the notion that achievement is enhanced when students are engaged in experiences that are relevant to their lives and the world in which they participate. Teaching

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through the vehicle of an international trade simulation is an exciting endeavor and one in which both students and teachers can excel. The challenge for the classroom educator is to fully transform the experiences of the project into appropriate content and achievement of educational standards. Each lesson within the project is designed to teach specific content and meet stated objectives. As with the use of any simulation, role-play, or activity, the outcome is highly dependent on the participants, which is of course, where the excitement and interest is generated. Thus, teachers who utilize experience-based activities must be appropriately focused on transforming experience into learning, in an environment where the outcomes are often unknown. This is an entirely different field in which to play than the traditional role of the teacher as a stand and deliver content expert. It is critical that participating teachers are fully briefed on the process and outcomes involved in utilizing an experience-based project such as the International Economic Summit.

### ***Teacher Professional Development***

The International Economic Summit teacher professional development is an intensive two-day immersion into the Summit project. The training is designed to familiarize participants with the rationale and goals of the project as well as model an experience-based learning environment. The teacher training has at its core, three primary objectives that include the following:

Participants will be able to:

1. competently teach the standards-based and correlated economic concepts imbedded within the project;
2. utilize the instructional materials designed for the project that include the Teacher Handbook, the Player's Guide, the Mini-Summit Kit, and the Summit Web site;
3. enhance classroom instruction through the use of an experience-based learning cycle.

The format of the training will consist of participants actively engaged in the project in a manner similar to that of actual students. The project is divided into three phases that include research and assessment, strategic planning, and tactics and implementation. In Phase One, participants will be assigned a country and take on the role of economic advisor. Their responsibilities will include research and assessment of their country's strengths and weaknesses. At the conclusion of Phase Two, participants will have completed a strategic improvement plan for their country. Phase Three represents implementation of their strategic plan in a mini-trade simulation.

Throughout the training, participants will engage in the actual project activities, gaining insight into the objectives of each lesson and the experience-based learning cycle. At the conclusion of the two-day training, it is expected that participants will be equipped to fully implement the project within their own classrooms in a skilled and confident manner, enthusiastic about the process of experience-based learning.

### ***Evaluation and Assessment***

Each participant will evaluate the International Economic Summit teacher training, instructional materials, and the culminating event. In addition, participants will be briefed on the student assessment for the Summit project, establishing timelines for pre and post testing.

***International Economic Summit Logistics***

Participating teachers will review dates for the Summit event, set due dates for imports and trade issues, and draft countries. Event times and transportation of students will be addressed as well as any additional issues of concern.

**The International Economic Summit, Past and Present**

Following three-years of development and classroom testing, with funds provided by a generous grant from the J.A. & Kathryn Albertson Foundation, the Summit has engaged over 12,000 students during the past two years. Ten culminating events are staged each year in the Summit's home state of Idaho. Through a special arrangement with the Center for Economic Education at Middle Tennessee State University the IES is now engaging thousands of students in the Volunteer State. Expressions of intent for licensing the Summit have been received from Alabama, Oregon and Colorado. Several other states have sent letters of inquiry.

In the spring of 2001, the IES was exported to Russia where the first culminating Summit event was held in Moscow with 12 high schools participating. During the 2001-02 school year, that number has expanded to 24 high schools in the Moscow Region. These efforts are coordinated through our association with the State University Higher School of Economics in Moscow.

***Visit the Summit on the Web at*** [www.internationaleconomicsummit.org](http://www.internationaleconomicsummit.org)

The entire International Economic Summit program is a proprietary project of the Idaho Council on Economic Education, which holds all copyrights to the intellectual property and the registered trademark name. The IES functions as an administrative and instructional division of the Council.

**Financial Literacy:**

In remarks to the Annual Conference of the National Council on Economic Education this past October, Federal Reserve Chairman Alan Greenspan cited research findings that underscore the importance of beginning the learning process in financial literacy as soon as possible. "Indeed", he said, "in many respects, improving basic financial education at the elementary and secondary school level can provide a foundation for financial literacy, helping younger people avoid poor financial decisions that can take years to overcome."

To that end, and following two years of extensive development and underwritten nationally by a \$3.2 million grant from the Bank of America Foundation to the NCEE, *Financial Fitness for Life* presents key concepts in economics in personal finance in an easy-to-understand style, using real-life examples, to which students of all ages can relate. To further enhance the appeal of the materials to young people, the *Financial Fitness for Life* curriculum tracks many of the basic exercise regimens that are followed in achieving "physical fitness."

Under special grants obtained by the Idaho Council on Economic Education, six Idaho professional classroom teachers received several days of intensive training in this new curriculum in Kansas City late last summer, thus far an additional sixty teachers have received

follow on training. Grants monies have also provided many sets of student workbooks, parents' guides and teacher handbooks in classrooms throughout the state. Further training will be underway this spring. Teachers have already begun to infuse FFFL lessons into their appropriate existing lessons at all grade levels.

## **Rebuilding Rural Idaho through Entrepreneurship**

Shortly after he took office, Governor Kempthorne convened a special task force to explore the state of rural Idaho and make recommendations aimed at economic stabilization and growth. One of the recommendations that came forth centered on entrepreneurial opportunities in small and medium size communities, making new jobs instead of waiting for jobs to come to them or being forced to move to larger cities. It was all about economic well being and reserving a desired way of life.

The Idaho Council, together with the Idaho Small Business Development Center and in association with the Idaho Department of Commerce has begun to bring together some of the best experienced based entrepreneur training programs available for middle school and high school students. Students will first be exposed to the options available through entrepreneurship. They will see that it just may be possible to "make a job" right where they live or nearby. Students will get hands on first person experiences from successful business people who are building on the strong entrepreneurial traditions in Idaho. Students will know about the resources available to them once they graduate from organizations such as the Small Business Development Center and their regional field offices and consultants. Just as in the *Stock Market Game*, *Financial Fitness for Life* and the *International Economic Summit*, the Rural Idaho Entrepreneurship initiative is based on solid traditional economic concepts. That will serve students well throughout life whether they end up going into business for themselves, as a partner with others or choose another career path.

Indications are that funding will be available to provide for initial teachers and coordinator training and a pilot program in various regions beginning in the fall semester, 2002.

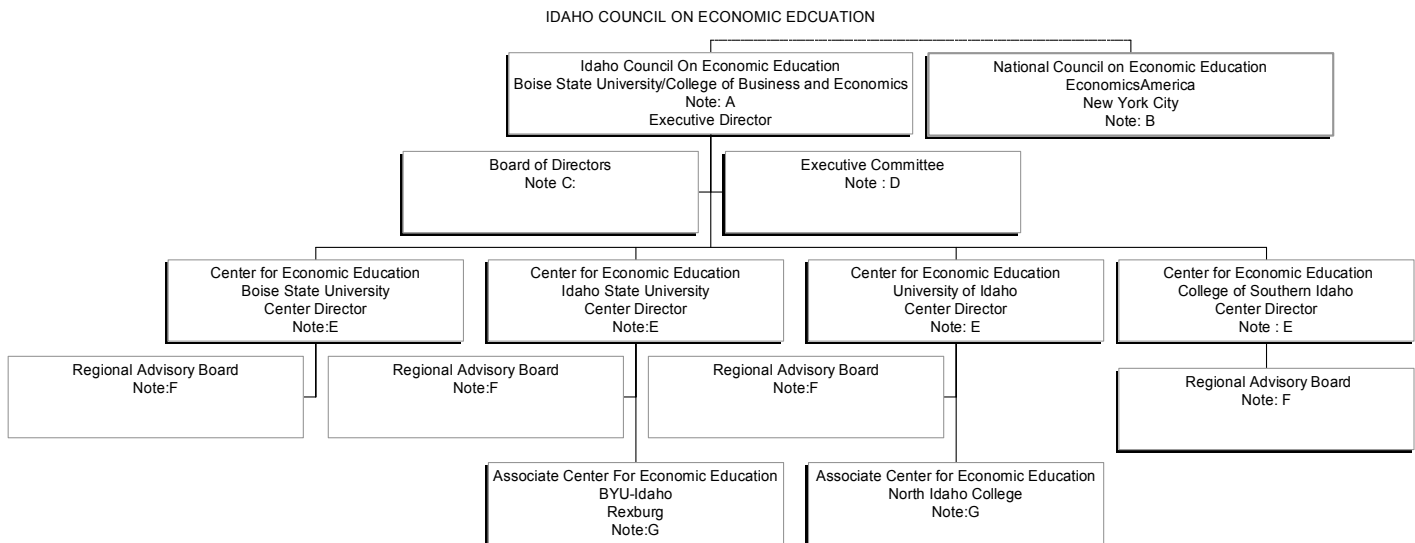
# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

March 7-8, 2002



## Idaho Council on Economic Education

2-02



## NOTES TO THE IDAHO COUNCIL ON ECONOMIC EDUCATION ORGANIZATION CHART 2002

### **Note A:**

Boise State University has hosted the Idaho Council on Economic Education since 1972. It is administratively housed in the College of Business and Economics with collaborative arrangements with the College of Education. The Council is administered by an Executive Director reporting to a Board of Directors drawn principally from the private sector and representing each of the six Idaho regions.

**Note B:** The National Council, organized in 1949 is the premier source of teacher professional development training and materials used to instill an understanding of economic principles for grades kindergarten through twelve. NCEE publishes and distributes books, teacher strategies and resources for classroom use. These materials are the state of the art in economic education and utilize current technologies such as CD-ROM and the Internet.

The Council was also the driving force behind the development of the National Voluntary Content Standards in Economics released early in 1997 and now being implemented in many states around the country.



## PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

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**Note C:** A board of directors representing each of Idaho's six regions with no fewer than two individuals from each region governs The Council. Largely drawn from the private sector, up to 40% of the board can be elected officials, schools administrators, retired community or business leaders and organization executives. The full board meets at least twice each year in the spring and fall, with various committees meeting when and where as may be required. The executive committee meets alternate quarters from the scheduled full board meetings. The official annual meeting of the Council and Board is held in the spring of each year in Boise, usually in late April or early May near the end of the academic school year

**Note D:** Much of the governing detail which comes under the purview of the Board actually falls to the Executive committee which meets at least twice yearly and whose actions are reviewed and approved by the biannual meetings of the full board. The Executive Committee is made up of the Chair, Vice-Chair, Secretary/Treasurer, President and the Executive Director as an ex-officio member.

**Note E:** Here is where the real work of the Council really happens. The Centers for Economic Education are organized using a model in place in over 270 university/college based Centers around the country. The Centers are in almost all instances housed in a college or school of education and directed by a professor who works on a part to full time basis, generally with a release time agreement from his or her institution. Assisting the directors are either graduate assistants and/or field representatives along with clerical support provided by the host institution. The Centers concentrate on training teachers through workshops, seminars, in-service programs and courses designed to improve student learning in the field of economic studies. They work with the established content standards and the **EconomicsAmerica** scope and sequence teaching framework K-12. The Centers assist teachers in evaluating results with instruments for assessing student performance.

**Note F:** Regional Advisory Boards play an important role in the delivery of **EconomicsAmerica** programs through the University Centers. These boards operate less formally, generally meet once each spring and again in the fall and essentially provide advice and counsel for the Center Director and staff and maintain a link between the program, the business and the education communities.

**Note G:** The Associate Centers were a new concept in Idaho when introduced in 1996. These associate centers provide a campus based outreach location for the university centers to offer **EconomicsAmerica** programs closer to more K-12 schools, offering convenience to more teachers with first class facilities. It is anticipated that these associate center arrangements will become increasingly popular locations for field based in-service course work.

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA**  
**March 7-8, 2002**

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**IDAHO COUNCIL ON ECONOMICS EDUCATION DIRECTORY**

**EXECUTIVE COMMITTEE** (Revised January 11, 2002)

**Chair:** **Wayne Schneider**  
Wells Fargo Bank

**Vice President:** **Chuck Byler**  
Wells Fargo Bank

**Treasurer:** **Jeff Manser**  
Controllers Resource

**Past Chair:** **Bob Stanton**  
Intermountain Gas Company

**BOARD MEMBERS**

**Region I:** **Rick Murray**, U. S. Bank, CDA  
**Scott M. Edwards**, NW Mutual Financial Network

**Region II:** **Ray Rosch**, Lewiston Morning Tribune  
(Lewiston Area)

**Region III:** **Del Beukelman, Director Emeritus**, Retired  
(Southwest Area)  
**Dr. Michael L. Friend**, ID Assoc. of School Administrators (IASA)  
**Susan Grey**, Idaho Power  
**Steve Gunderson, Director Emeritus**, US Bank  
**Craig Moore**, F & C Corporation,  
**Shelley Richardson**, Pinnacle Pension Services  
**Bob Van Arnem**  
**Bob Shepard**

**Region IV:** **Bill Bryant**, U. S. Bank, Sr. VP  
**Steve Thorson**, Crossroads Ranch/ABL Agra

**Region V:** **Rick Phillips**, J. R. Simplot Company  
(Pocatello Area)  
**Larry Hinderager**, Retired: J. R. Simplot Company  
**Rick D. Keller**, Idaho Farm Bureau

**Region VI:** **Jim Thompson**, Nuclear Placement Services, Inc.  
(Idaho Falls Area)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA**  
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**Jerry Hong**, Piper Jaffray, Inc., VP/Branch Mgr.

**Terri Taylor**, Wells Fargo Bank, Area Pres.

**Ex-Officio:**           **Dr. Marilyn Howard**, Superintendent of Public Instruction

**Dr. Bill Lathen**, Boise State University

**Dr. Joyce Garrett**, Boise State University

**Past Chairs**

<b>1970-73</b>	<b>Curtis Eaton</b> , Twin Falls Bank & Trust (deceased)	1991-92	<b>Nancy Vannorsdel</b> , First Interstate Bank/Wells Fargo Bank (retired)
1974	<b>Robert O'Conner</b> , Idaho Power (deceased)		
1975-76	<b>V. Dale Blickenstaff</b> , West One Bank (retired)	1993	<b>Kiel VanInwegen</b> , Smith Barney
1977-78	<b>Thomas G. Bourke</b> , First Security Bank (retired)	1994	<b>Chuck Ulfers</b> , Hewlett-Packard
1979	<b>R. Dean Grimm</b> , Intermountain Gas (retired)	1995	<b>Larry Hinderager</b> , J. R. Simplot Co. (retired)
1980-81	<b>Dick Chastain</b> , Morrison Knudsen (retired)	1996	<b>Rod Higgins</b> , Coeur d'Alene Mines (retired)
1982-83	<b>Gerald Rudd</b> , Albertson's (retired)	1995-96	<b>Steve Gunderson</b> , U. S. Bank
1984-86	<b>Ted Ellis</b> , Key Bank of Idaho (retired)	1997-99	<b>Craig Moore</b> , F & C Corp. (retired)
1987-89	<b>James Steele</b> , Merrill Lynch (retired)	2000-01	<b>Robert Stanton</b> , Intermountain Gas
1990	<b>Loren Graham</b> , First Security Bank		

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA**  
**March 7-8, 2002**

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**SUBJECT**

Progress Report: Idaho State Historical Society

Director Steve Guerber will give the report.

**BACKGROUND**

The State Board of Education is given the authority, through Idaho law, to appoint members to the Idaho State Historical Society (ISHS) Board of Trustees. Additionally, the Board approves the budget request for the ISHS annually.

In 1907, the Ninth Legislature established the Idaho State Historical Society as a state agency. Its home for nearly fifty years was in a basement room in the Capitol. Today, the Society operates programs from six building locations in Boise. The agency also oversees historic sites at four locations in the state (Pierce, Franklin, Hansen and Boise), which are operated in conjunction with local support groups.

The staff as a whole offers technical assistance and historical expertise to county and local historical societies and other entities concerned with history and historic preservation. Administration personnel at the Society are located in the Owyhee Plaza Hotel in Boise and are responsible for the planning, budgeting, personnel, and governing processes within the agency.

The Society's mission remains one of which its founders would approve: To educate through the identification, preservation, and interpretation of Idaho's cultural heritage. Programs of the agency directly reach more than a quarter of a million people throughout the Gem State.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA**  
**March 7-8, 2002**

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**SUBJECT**

Progress Reporting-New Draft Schedule

**BACKGROUND/DISCUSSION**

At the November meeting, the Board requested that a new schedule for progress reporting be developed that ensures no more than two presenters at each meeting. Additionally, at the January meeting, the Board adopted a new meeting schedule.

Attached for your review and input is the newly proposed schedule for progress reporting. This schedule provides for one report annually from each entity, with the exception of EITC, CSI and NIC, which will report when the Board meets on their respective campuses.

Board policy provides that the schedule and format for progress reporting is established by the executive director, thus, this item is provided for Board input and information, and no action is necessary.

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

March 7-8, 2002

## March 2002 – April 2003 ANNUAL PLANNING AND REPORTING SCHEDULE\*

<p><b><u>MARCH Board Meeting-Boise</u></b></p> <p><b>Small Business Development Center &amp; Idaho Council for Economic Education</b> (entities housed at BSU – line items in the SBOE budget request annually – each will provide a report in writing and then give a brief presentation)</p> <p><b>Idaho State Historical Society</b> <i>March will typically be the meeting for BSU to give a report, however, they just reported in November, so we have them scheduled to come before the Board again in March 2003</i></p>
<p><b><u>APRIL Board Meeting-Idaho Falls</u></b></p> <p><b>Division of Professional-Technical Education</b> <b>Eastern Idaho Technical College</b></p>
<p><b><u>MAY Board Retreat</u></b></p> <p>Update and approval of the Board's Strategic Plan and Performance Measures Evaluate and provide specific objectives for OSBE and SDE</p>
<p><b><u>JUNE Board Meeting-Moscow</u></b></p> <p><b>University of Idaho</b> (including brief summaries, either in writing or in person, on WWAMI Medical Education, WOI Veterinary Education, Ag Research &amp; Extension, Forest Utilization and Research Services, and Idaho Geological Survey) <b>Idaho Council for Technology in Learning (ICTL)</b></p> <p><b>June 15 – All Strategic Plans and Performance Measures due</b></p>
<p><b><u>AUGUST Board Meeting- CDA</u></b></p> <p><b>North Idaho College</b> <b>Idaho School for the Deaf &amp; the Blind</b></p> <p>Board Action on Strategic Plans and Performance Measures</p>
<p><b><u>OCTOBER Board Meeting-Lewiston</u></b></p> <p><b>Lewis Clark State College</b> <b>Idaho Public Television</b></p>
<p><b><u>DECEMBER Board Meeting-Pocatello</u></b></p> <p><b>Idaho State University</b> (including brief summaries, either in writing or in person on the Idaho Museum of Natural History, Idaho Dental Education Program, and Family Practice Residency) <b>Scholarships &amp; Grants</b> (a report will be provided in writing – no oral presentation to be scheduled unless the Board has questions)</p>
<p><b><u>JANUARY 2003 Board Meeting-Boise</u></b></p> <p><b>Idaho State Library</b> <b>Division of Vocational Rehabilitation</b></p>
<p><b><u>MARCH 2003 Board meeting – Boise</u></b></p> <p><b>Boise State University</b> (including brief summaries, either in writing or in person on the Idaho Small Business Development Center and the Idaho Council on Economic Education) <b>Idaho State Historical Society</b></p>
<p><b><u>APRIL 2003 Board Meeting – Twin Falls</u></b></p> <p><b>Division of Professional-Technical Education</b> <b>College of Southern Idaho</b></p>

\* This schedule pertains to regular reporting on strategic planning and progress as provided in Board policy. Additionally, the Board may, at its discretion, ask for the Presidents or Agency Heads to report periodically on select, timely issues of Board interest.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA**  
**March 7-8, 2002**

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**SUBJECT**

Presidents' Council Report

Dr. LaRowe will give the Presidents' Council report.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA**  
**March 7-8, 2002**

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**SUBJECT**

First Reading, Governing Policies and Procedures-  
Changes to Section III. Postsecondary Affairs Related to Student Health Insurance

**BACKGROUND**

At the January meeting, the Board expressed interest in developing a mandatory policy on student health insurance. Board staff worked with representatives from each of the affected institutions (BSU, ISU, LCSC, UI, and EITC) in compiling a draft policy.

**DISCUSSION**

The new policy provides:

- Minimum direction to the campuses on student health insurance. Each institution may, at its discretion, adopt a policy that is more stringent.
- That all institutions will offer the opportunity for students to purchase health insurance through the institution (all already have this in place).
- That all full-fee paying students will be covered by either the health insurance offered through the institution or through equivalent insurance from an external source.
- That each institution will, through internally developed procedures, monitor student compliance with the policy, and will deny enrollment or terminate registration to students found to be out of compliance.

**BOARD ACTION**

A motion to approve for first reading the change to Section III. Postsecondary Affairs Related to Student Health Insurance.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried: Yes \_\_\_ No\_\_\_



**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: III. POSTSECONDARY AFFAIRS**  
**SUBSECTION: P. STUDENTS**

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**P. STUDENTS**

**16. Student Health Insurance**

The Board's student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.

a. Health Insurance Coverage Offered through the Institution

Each institution shall provide the opportunity for students to purchase health insurance. Institutions are encouraged to work together to provide the most cost effective coverage possible. Health insurance offered through the institution shall provide benefits in accordance with state and federal law.

b. Mandatory Student Health Insurance

Every full-fee paying student shall be covered by health insurance. Students will purchase health insurance offered by the institution, or may, at the discretion of each institution, present evidence of external health insurance coverage that is at least substantially equivalent to the health insurance coverage offered by the institution. Students without evidence of health insurance coverage shall be ineligible to enroll at the institution.

(1) Students presenting evidence of external health insurance coverage shall provide at least the following information:

- (a) Name of health insurance carrier
- (b) Policy number
- (c) Location of an employer, insurance company or agent who can verify coverage

(2) Each institution shall monitor student compliance with this policy.

(3) Each institution shall develop procedures that provide for termination of a student's registration if he or she is found to be out of compliance with this policy while enrolled at the institution. Each institution, at its discretion, may provide a student found to be out of compliance the opportunity to come into compliance before that student's registration is terminated, and may provide that a student be allowed to re-enroll upon meeting the conditions set forth herein, and any others as may be set forth by the institution.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA**  
**March 7-8, 2002**

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**SUBJECT**

Final Reading, Governing Policies and Procedures  
Changes to Section IV, Agency Affairs, related to the Idaho State Historical Society (ISHS) Board of Trustees Appointments

**BACKGROUND**

At the November Board meeting, it was discovered that the Board policy related to appointments to the ISHS Board of Trustees needed to be updated. The Board directed staff to review and clarify the current policy. The Board approved at its January meeting a first reading draft of this policy change.

**DISCUSSION**

The changes are summarized as follows:

- Clarifies that the ISHS Board of Trustees are appointed by the State Board of Education as provided for in Idaho Code.
- Allows for incumbent reappointment if the candidate has served only one term and is interested in reappointment, and outlines the process for reappointment.
- The ISHS Board of Trustees will review the applications and conduct interviews as necessary for the vacant trustee position.
- After forwarding the most highly qualified applicants to the State Board of Education for consideration, the Board may interview the applicants or make the appointment based on the recommendation of the ISHS Board of Trustees.
- Clarifies that the ISHS Board of Trustees and the State Board of Education shall consider geographic representation and qualifications as provided for in Idaho Code when making the final appointment.

The final reading draft is the same as the draft approved for first reading, with the exception of striking in 2(b) the phrase “including incumbents seeking reappointment.” The provision for incumbents to submit an interest and qualification statement is included in 2(a), and it is unnecessary and inconsistent to repeat that requirement in 2(b).

**BOARD ACTION**

A motion to approve for final reading the change to Section IV. Idaho State Historical Society, Item G.1, which clarifies the appointment process for ISHS Board of Trustees.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried: Yes \_\_\_ No \_\_\_

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: IV. AGENCY AFFAIRS**

**Subsection: G. Idaho State Historical Society**

**Published February 2000**

**G. Idaho State Historical Society**

The Idaho State Historical Society (ISHS) is responsible for collecting, preserving, and displaying artifacts and information illustrative of Idaho history, culture, and society. Through its educational programs for children and adults, it promotes and encourages interest in the history of Idaho. The society maintains the State Archives, the State Museum, state-owned historic sites, the Oral History Center, the State Historical Library, and the State Genealogical Library. The State Historical Society also maintains the Office of the State Archaeologist.

**1. State Historical Society Board.**

- a. The State Historical Society Board of Trustees shall be appointed by the State Board of Education as provided for in Idaho Code §67-4124, consist of seven (7) members to be appointed by the State Board of Education, each for a term of six (6) years. An appointment to the State Historical Society Board cannot be made until the nominations process has concluded.

- b. Board Appointment Procedures:

- (1) Incumbent Reappointment.

At least six months before the expiration of a board member's term, the Historical Society will serve written notice on the Office of the State Board of Education announcing the upcoming board vacancy. In the event that the incumbent candidate has served only one term and is interested in reappointment, the Board of Trustees shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The State Board of Education may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

- (2) Open Appointment

(a) The State Historical Society Board of Trustees, on behalf of the State Board of Education, will advertise the vacancy in the Society's publications, and through other regional and local historical societies. Such advertisement will solicit interested persons to apply for the vacant position on the ISHS Board of Trustees.

(b)(3) Each applicant, including incumbents seeking reappointment, must provide a written statement expressing his or her interest in becoming a trustee of the ISHS. Each applicant must also provide evidence of his or her qualifications for the position, relative to the requirements of § 67-4124, Idaho Code. Lastly, each applicant must identify his or her primary residence, and political party affiliation.

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: IV. AGENCY AFFAIRS**

**Subsection: G. Idaho State Historical Society**

**Published February 2000**

- ~~(c)(4) The ISHS Board of Trustees State Board of Education may appoint a screening committee to review will review all applications for the vacant trustee position and conduct interviews as deemed necessary. If a review committee is appointed, it shall include at least one member of the ISHS Board of Trustees. Otherwise, the review of applications will be conducted by the State Board itself, with the assistance of the ISHS Board of Trustees. The purpose of the review of applications is to eliminate from further consideration all but the most qualified applicants, who will be interviewed by the State Board of Education.~~
- ~~(d)(5) The ISHS Board of Trustees will forward only the The State Board of Education will conduct interviews of the most highly qualified applicants, in order of preference, to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the ISHS Board of Trustees, as determined by the review of applications described in paragraph 4 above, and appoint one of the interviewees to the ISHS board of trustees.~~
- ~~(3) The State Board of Education shall solicit such nominations beginning with the acceptance of any resignation or as soon as a vacancy shall occur for any other reason, and shall appoint a replacement within ninety (90) days of the beginning of solicitation for nominations.~~

~~The ISHS Board of Trustees, in making their recommendation, and tThe State Board of Education, in making the final appointment, shall consider geographic representation and qualifications as provided for in Idaho Code §67-4124, and population distribution when selecting Board members. All appointees shall be chosen solely on the basis of their qualifications and not more than four (4) members of the board shall belong to the same political party.~~

**2. Policies and Procedures.**

The Board of Trustees of the Idaho State Historical Society elects its own officers and makes all necessary rules and regulations for the conduct of the public business entrusted to its care.

**3. Budgetary and Other Matters.**

The Board of Trustees of the Idaho State Historical Society, through its chief executive officer, submits an annual budget request to the State Board of Education on a schedule established by the executive director or his or her designee. Other matters that might involve the Idaho State Historical Society are referred to in these Governing Policies and Procedures of the State Board of Education.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA**  
**March 7-8, 2002**

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**SUBJECT**

Idaho State Historical Society – Appointment of New Member

**BACKGROUND/DISCUSSION**

Idaho Code 67-4124 provides that the State Board of Education will appoint the members to the Idaho State Historical Society Board of Trustees. Board policy provides that the ISHS Board of Trustees will, on behalf of the Board, advertise and solicit for vacant positions.

A vacancy on the Board of Trustees of the Idaho State Historical Society occurred on December 31, 2001, at the time Robert Singletary of Coeur d'Alene completed a six-year term. It was his decision not to seek a second term in the position.

The Idaho State Historical Society issued a news release to all media in District 1 encompassing Benewah, Bonner, Boundary, Kootenai and Shoshone counties. In addition, a notice was mailed to all historical societies and museums in the district. Interested individuals were directed to submit an application postmarked no later than August 15, 2001. Following that deadline, a nominating committee comprised of Idaho State Historical Society Trustees Lorna Bard, Tony Edmondson and Merwin (Bob) Swanson reviewed the three applications and conducted interviews. The nominating committee, and later, the full Board of Trustees found that no adequately qualified candidates were identified, and a decision was made to re-open the search based on a desire to enhance the membership of the existing Board by seeking experience outside a close association with history-related employment or organizations. In response to a renewed and broadened search, three additional individuals received recommendations for consideration. They were:

- 1) Judith Meyer, Hayden Lake
- 2) Susan Jacklin, Post Falls
- 3) Nancy Renk, Coeur d'Alene

At its January 25, 2002 Quarterly Meeting, the Idaho State Historical Society Board of Trustees discussed the additional nominees and interviewed Judith Meyer. As a result, the ISHS Board of Trustees is unanimously recommending to the State Board of Education that Judith Meyer be appointed to fill the current District 1 vacancy.

**BOARD ACTION**

To approve the appointment of Judith Meyer to the Idaho State Historical Society Board of Trustees for a term of six years.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried: Yes \_\_\_ No \_\_\_

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA**  
**March 7-8, 2002**

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**SUBJECT**

First Reading, Governing Policies and Procedures  
Changes to Section IV, Agency Affairs, related to the Idaho State Library (ISL) Board  
Appointments

**BACKGROUND**

In revising Board policy related to State Historical Society appointments, it was discovered that the Board's policy related to appointments to the Idaho State Library Board also needed updating.

**DISCUSSION**

The proposed changes are summarized as follows:

- Updates mission, number of members and length of terms in accordance with Idaho Code.
- Allows for incumbent reappointments and outlines the process for reappointment.
- Provides that the ISL Board will review the applications and conduct interviews as necessary for the vacant trustee position.
- After forwarding the most highly qualified applicants to the State Board of Education for consideration, the Board may interview the applicants or make the appointment based on the recommendation of the ISL Board.
- Clarifies that the ISL Board and the State Board of Education shall consider geographic representation and qualifications as outlined in Board policy when making the final appointment.

These proposed changes are consistent with the changes proposed to the Idaho State Historical Society appointment procedure.

**BOARD ACTION**

A motion to approve for first reading the change to Section IV. Idaho State Library, Item H.1, which clarifies the appointment process for Idaho State Library Board.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried: Yes \_\_\_\_ No \_\_\_\_

# Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: IV. AGENCY AFFAIRS

Subsection: H. Idaho State Library

Published February 2000

### H. Idaho State Library

The Idaho State Library is responsible for fostering and promoting library services in the State of Idaho. Through its services, books, documents, and other materials are distributed to the citizens of Idaho. provides, promotes, and delivers library services to people in Idaho.

#### 1. State Library Board.

- a. The State Library Board consists of the state superintendent of public instruction (or his or her designee), as an ex-officio member, and ~~three (3)~~five (5) members appointed by the State Board of Education, each to a term of ~~three (3)~~ five (5) years. ~~An appointment to the Idaho State Library Board cannot be made until the nominations process has concluded.~~

- b. Board Appointment Procedures:

- (1) Incumbent Reappointment

In the event that the incumbent candidate is interested in reappointment, the State Library Board shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The State Board of Education may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2). Between January 1 and March 1 of each year, the Office of the State Board of Education will announce the upcoming vacancy on the Board of the Idaho State Library. The announcement of the vacancy will be advertised as deemed appropriate by the State Board of Education. Such advertisement will solicit interested persons to apply for the vacant position on the State Library Board.

- (2) Open Appointment

- (a) The State Library Board, on behalf of the State Board of Education, will advertise the vacancy in appropriate state, regional or local publications. Such advertisements will solicit interested persons to apply for the vacant position on the Idaho State Library Board.

- (b) Each applicant must provide a written statement to the Office of the State Board of Education expressing his or her interest in becoming a member of the ISL State Library Board. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence, background, and experience.

- (c) The State Library Board Board of Education may appoint a screening committee to will review all applications for the vacant Board member position and conduct interviews as deemed necessary. If a review committee is appointed, it shall include at least one member of the ISL Board. Otherwise,

# Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: IV. AGENCY AFFAIRS

Subsection: H. Idaho State Library

Published February 2000

~~the review of applications will be conducted by the State Board itself, with the assistance of the ISL Board. The purpose of this review is to eliminate from further consideration all but the most qualified applicants, who will be interviewed by the State Board of Education.~~

~~(d) The State Library Board will forward only Board of Education will conduct interviews of the most highly qualified applicants, in order of preference, to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the State Library Board, as determined by the review of applications described in paragraph 3 above, and appoint one of the interviewees to the ISL Board.~~

~~(5) For vacancies on the ISL Board which occur before the expiration of a member's term, due to the resignation or death of a member, or for any other reason, the State Board of Education will immediately begin the procedure described above, and appoint a new member to serve the remainder of the unexpired term.~~

~~The State Board of Education shall solicit such nominations beginning with the acceptance of any resignation or as soon as a vacancy shall occur for any other reason and shall appoint a replacement within ninety (90) days of the beginning of solicitation for nominations.~~

~~(3) The State Library Board, in making their recommendation, and the State Board of Education, in making the final appointment, shall consider geographical representation, interest, knowledge, experience, and willingness to advocate for the development and delivery of library and information services in Idaho. In any case, regional representation on the State Library Board shall be maintained according to the discretion of the State Board of Education.~~

### 2. Policies and Procedures.

The State Library Board elects its own officers and makes all necessary rules and regulations for the conduct of the public business entrusted to its care.

### 3. Budgetary and Other Matters.

The State Library Board, through its chief executive officer, submits an annual budget request to the State Board of Education on a schedule established by the executive director or his or her designee. Other matters that might involve the Idaho State Library are referred to in these Governing Policies and Procedures of the State Board of Education.